

200 LESSONS X OUTLINED X IN U.S. HISTORY · GEOGRAPHY ... ENGLISH · GRAMMAR ... PHYSIOLOGY AND ARITHMETIC

A Specimen Outline Lesson in U. S. History

Outline Lesson LVII McKinley's Administration

*"The peace we have won is not a selfish truce of arms,
but one whose conditions presage good to humanity."*

Explosion of the "Maine"

Spanish-American War:—

Dewey at Manila

Sampson Bombards San Juan

Sinking of the "Merrimac"

Schley Destroys Cervera's Fleet

Stamp Tax

Battles of El Caney and San Juan Hill

Ponce Surrenders to General Miles

Manila Captured

Annexation of Hawaii

Treaty of Peace Signed at Paris

Peace Conference at the Hague

War with the Philippine Insurgents

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History of the United States.*

Have your pupils write a brief account of the
Spanish-American War.

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LESSONS OUTLINED

IN

U.S. HISTORY, GEOGRAPHY, ENGLISH GRAMMAR,
ARITHMETIC AND PHYSIOLOGY

BY

G. DALLAS LIND

AUTHOR OF "BEST METHODS OF TEACHING IN COUNTRY SCHOOLS"

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PREFACE

The ambitious teacher who conscientiously desires to accomplish effective work will ever strive not only to fix in the mind of the pupil the many facts which go to make up "the sum of knowledge," but, by grouping those facts after some logical plan, to develop the pupil's powers of association, so that he may himself, through habits thus acquired, become capable, as his mind matures, of seeing readily "the relations of things," of recalling by association, when needed, the facts which are otherwise so easily "misplaced in forgetfulness," and thus employ not only his knowledge but his power of mind effectively in the affairs of life.

A very important means to this end is for the teacher herself to have at command, when she confronts her class, a clear-cut general outline or plan of the topic to be taught, and to leave just as clearly impressed upon the pupils' minds this same general plan or outline—a set of pegs, as it were, but symmetrically arranged, upon which to hang, where they will ever be instantly found, the several facts, just where each belongs.

This book is a collection of exactly such general outlines or plans for each recitation, and will be found very useful for pupil as well as teacher, and should be in the hands of both.

A large, elegant handwritten signature in black ink, reading "G. Dallas Lind." The signature is written in a cursive style with a prominent initial "G" and a long, sweeping underline.

Central Normal College, Danville, Indiana.



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INTRODUCTION.

THE true and normal method of teaching any branch is by the use of topics. We need a system which will stimulate the pupil to investigate subjects and train him to report the matter which he has gleaned from authors or from Nature itself, in a clear, logical and forcible manner, using his own language and not repeating parrot-like the words of the text-book. We need to teach in the school the same method of study which is used by the lawyer in preparing his plea, the minister in writing his sermon, the physician in investigating a critical case. To this end, the pupil must be encouraged to search through many books, to investigate every nook and corner for ideas and facts, and, having made them his own, to come to the class full of his subject—and not of a certain author—and be able to take, for the time being, the place of teacher, and present in the best possible manner, the result of his investigations. The recitation then will consist of such reports by individual pupils, of criticisms upon the matter and manner, by class and teacher and of additional matter imparted by the teacher whose wider research may

enable him to throw more light upon the lesson. Classes conducted in this manner, will exhibit life and enthusiasm, and will make far more rapid progress than by the old question and answer system.

This method is not altogether new. It is as old as Socrates for he pursued this plan to a great extent, as witness the following from Montaigne:

“I would not have the governor alone to invent and speak, but that he should also hear his pupils speak. Socrates, and since him Arcesilaus, made first their scholars speak, and then spoke to them.”

On this point also read what Burke in his treatise on the Sublime and Beautiful, says: “I am convinced that the method of teaching which approaches most nearly to the method of investigation is incomparably the best; since, not content with serving up a few barren and lifeless truths, it leads to the stock on which they grew; it tends to set the reader [or learner] on the track of invention, and to direct him into those paths in which the author has made his own discoveries.”

The present work is not to take the place of the outlines and classifications of subjects which all true students and teachers should make out for themselves, but its chief objects are to stimulate and encourage teachers and pupils to follow this method of teaching and studying, and to economize time.

The outlines are intended to be elastic enough to adapt themselves to all the grades above the first primary. With ordinary pupils, say in country schools, each outline will form a lesson, but if thought too long they can be divided. With more advanced pupils or those who have previously studied the subjects, the

lessons can be made more difficult by requiring deeper investigations and fuller reports on the separate topics,—or additional topics may be added by the teacher.

The references in the larger type and immediately following the outlines are intended mainly for the ordinary pupil, as they, it will be seen, refer to school text-books, while those references coming next in smaller type are to more original sources of information and are to be used by more advanced pupils, by the teachers, and by those private students who wish a general course of reading, or to inform themselves on some particular subject. The book is thus made a sort of “index rerum” and it is hoped that will prove of value to students generally.

The outlines will also be found valuable in schools of all grades for use in daily, weekly and monthly reviews. The successful teacher of any branch will make constant use of review lessons. Not how much, but how well, should be the motto of every true teacher. I would not be understood, however, as saying that a pupil should master all the dry details of a subject before advancing further, but I *do* mean that a pupil should first acquire the general principles and leading facts and these should be thoroughly fixed in the memory by constant reviews and frequent repetition. The details of lesser importance can be made to crystallize around these main points and should be made a secondary object. For example, I would have a class go through the history of the United States in one term, taking only the leading events, fixing them by frequent reviews, then if a second term followed, let them go back and take up the details, but keeping ever the leading facts before the

pupils. This plan can be followed, to a great extent, with every branch. In arithmetic, some modification must be made, but with other branches the rule will hold good.

During recent years there has been a marked tendency on the part of superintendents and school-boards to provide their teachers and students with several sets of histories, geographies, and other text-books. This has been easily accomplished in those States where text-books are furnished to the students free of charge; in some cases by purchasing enough books to equip one school and then causing it to exchange with the other schools, in other instances by taking advantage of bargains in second-hand books. There is no more encouraging stimulus for teacher and students than a well-equipped school library, and this fact has already been legally recognized in several States.

Many are prone to think that this system cannot be employed unless there be at the school's command a large library, this, fortunately, is a mistaken idea. To be sure, the more complete the library, the more satisfactory the work will be; but an enterprising teacher with only a Barnes's and Montgomery's History, by arranging for all of his students to have the use of both books, can add enthusiasm to his class and develop their faculty for reasoning, by placing on the black-board a few topics upon which the coming recitation will be. The day for the old text-book category has passed, and in its place we must adopt such methods as will most keenly sharpen the intellect and fit the coming American citizens for the duties that will fall

upon them with the assumption of the prerogatives of manhood and womanhood.

I would insist on teachers giving preliminary drills for each lesson, explaining the outlines where necessary and telling some facts drawn from their own experience and observation, or give information which pupils will not be likely to find in the course of their investigations. Pupils should be taught how to investigate and how to study. This the true teacher will endeavor to teach by preliminary talks and drills.

Comparatively few persons know how to read a book so as to get what they want readily. The teacher should give the proper instruction in this line, and this method of teaching will give the pupil ample practice in searching for knowledge. It will be observed that references are not given to the exact page or part of the books where the information can be obtained. This would be doing too much for the pupil. He should learn to search for himself. The references are given in order to lead him to search and not to find for him what he should have. The practice of searching diligently will fix the facts more firmly in his mind. The great Teacher said to his pupils, "Search the Scriptures, for in them ye think ye have eternal life." The true teacher of to-day, will say to his pupils, "Search the books and search Nature, and you will find knowledge." Solomon said, "Wisdom is the principal thing, therefore get wisdom, but with all thy getting, get understanding." The wisdom may be obtained from books, but the understanding is trained and developed by search and study, and by class drills under the eye of a magnetic teacher.

The object of this work, then, is not to give information on the subjects, but to put the pupil on the track of the information, to tell him where to hunt for it, and to hint to him the plan of outlining so that he can outline for himself.

Let the pupils copy the outlines and enlarge them by making further sub-divisions of the main points. Let them be rearranged with reference to certain particulars, as is suggested in Outlines II and IV in U. S. History. They may be divided giving to each pupil one or more subjects for investigation and report. In this way an important or difficult outline may be made the subject of several lessons, assigning different topics each time to different pupils until all points have been investigated by each member of the class. They may combine a number of the outlines into one general outline. This is an excellent exercise for review.

It is not to be supposed that pupils will confine their investigations to the books referred to. They should be taught to search everywhere for their information. The references here given are merely suggestive.

References are sometimes given to certain poems or works of fiction. They are in all cases productions of standard merit and if read in connection with the lessons will add a new interest both to the lesson and the poem or fiction.

The mottoes, quotations, and popular sayings which are given in connection with some of the lessons may be made the sources of much interesting and valuable instruction. They can be assigned as themes for essays, or committed to memory and will prove suggestive of

many interesting events which may be enlarged upon by the pupil or teacher.

A word in regard to the exponential system of outlining now being used by our most progressive Normal Schools, will not be out of place here. I have not used the exponents except in a few instances, for the reason that the outlines are short and give only general heads. Pupils, however, should be taught to use this system in making out lengthy outlines for review. As will be seen by inspection of Outline XIII in U. S. History, the large figures indicate the number of the subjects under a certain head and the small figures indicate the co-ordination and the degree of subordination. For example, *The Three Wars* being the general subject, *King William's War*, *Queen Anne's War*, and *King George's War* are numbered 1, 2, and 3, as the three divisions of the subject. The exponent, 1, before each of them shows that they are subordinate and also the first degree of subordination to the general subject. In the same manner, *Cause*, *Attack on Schenectady*, *Sir Wm. Phipps*, and *Peace of Ryswick* are numbered 1, 2, 3, and 4, as being the four heads under *King William's War*. The exponent, 2, before each of them shows they are co-ordinate and the second degree of subordination to the general subject.

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LESSONS OUTLINED

IN

UNITED STATES HISTORY, GEOGRAPHY, ARITHMETIC,
ENGLISH GRAMMAR AND PHYSIOLOGY.

OUTLINES IN U. S. HISTORY.

HINTS TO THE TEACHER.

1. Require pupils to enlarge outlines as a daily exercise and combine a number of them, as suggested, for review.

2. Review often. Select the most important dates and fix them by frequent reviews. More dates may be added according to the capacity of the class, but by all means thoroughly fix a few of the most important. Review exercises may be varied by sometimes giving the date and calling on pupils for the event and sometimes by naming the event and calling on the pupil for the date. The teacher may make out a list of names of historical persons and call on pupils to tell who they were and the time in which they lived.

3. Have pupils read as in a reading class certain portions of the narrative from their school histories. Certain portions may be assigned each pupil from the book he is using. Occasionally, extracts from poems,

works of fiction or larger histories, may be read in the class, the teacher making the selections and assigning to certain pupils the day before. This matter is to be regulated, of course, by the size of the class, amount of time allotted to recitations and other circumstances.

4. Teach Geography in connection with History. This can best be done by drawing outline maps and placing on them historical names and dates as suggested in Outline II.

U. S. HISTORY.

OUTLINE I.

DISCOVERY OF AMERICA.

“Can you make an egg stand on end?”

1. Northmen. (Traditional).
2. Columbus.
 1. Circumstances which prompted him to the effort.
 2. Life and character.
 3. Difficulties to be overcome.
 4. Ferdinand and Isabella.
 5. The Voyage.
 6. Land discovered—give date.
 7. Subsequent Voyages.
 8. Columbus in Irons.
 9. Death and Burial.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of the U. S.

Also, Richardson's History of Our Country; Marco Polo's Travels; Irving's Life

of Columbus; Prescott's Ferdinand and Isabella; History of the Northmen, Whetton; America Not Discovered by Columbus, R. B. Anderson. Read Longfellow's "Skeleton in Armor;" Lowell's "Columbus," and "Voyage to Vinland;" Whit-
tier's "Norsemen."

OUTLINE II.

SUBSEQUENT DISCOVERIES.

Let the pupil draw an outline map of North and South America, including the West Indies, and write in the proper place the name of the discoverer, with the date. The pupil should give a short account of those discoverers whose names are in *italic type*, and the date of their discoveries.

The Cabots. "Prima Vista."

Vespucci.

Ponce de Leon. "The Fountain of Immortal Youth."

Balboa.

Grijalvah.

Magellan

Cortez.

De Ayllon.

Verrazzana.

James Cartier.

Cabrillo.

De Soto. "The first requiems that were ever heard on the waters of the Mississippi."

Laudonniere.

Melendez.

Frobisher.

Sir Francis Drake.

Espejo.

Sir Humphrey Gilbert.

"Southward with fleet of ice
Sailed the corsair Death."

Sir Walter Raleigh.

Bartholomew Gosnold.

Pring and Waymouth.

Champlain.

Henry Hudson.

Marquette and Foliet.

La Salle.

Let the pupil write this outline, classifying the names according to their nationalities and give dates.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of U. S.

Also, Bancroft's History of U. S.; Prescott's Conquest of Mexico; Wilmer's Life of De Soto; Adventures and Conquests of Magellan. Read Longfellow's poem, "Sir Humphrey Gilbert."

The pupil may now write a short essay, stating the claims of each European nation to American territory, and upon what discoveries their claims were based.

OUTLINE III.

THE ABORIGINES.

1. Mound Builders.
2. Indians.
 1. Probable Origin.
 2. Name.
 3. Their numbers.
 4. Principal Tribes.
 5. Characteristics and Modes of Living.
 1. Personal Appearance.

2. Dwellings.
3. Mode of Hunting and Fighting.
4. Trading—Money.
5. Means of Subsistence.
6. Treatment of Women.
7. General Character.
8. Language.
9. Religion.
10. Government.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of U. S.

Also, Richardson's U. S. History; Baldwin's Ancient America; Pre-Historic Races in U. S., Foster; Schoolcraft's History and Condition of the Indian Tribes; Parkman's and Catlin's works on the North American Indians. Read Longfellow's "Hiawatha;" Whittier's "Mogg Megone;" Lowell's "Chippewa Legend;" "Characteristics of Indians," and "Philip of Pokanoket," in Irving's Sketch-book.

OUTLINE IV.

EARLY SETTLEMENTS.

"Westward the Star of Empire takes its way."

The places are here arranged in chronological order. Let the pupil write them, arranging them according to nationality; also according to their permanence or non-permanence, and give dates. The names and dates may be placed on the map. See Outline II.

St. Lawrence River.

Port Royal, S. C.

Ft. Caroline.

St. Augustine.

Labrador.

New Foundland.

Santa Fe.

Roanoke.

Raleigh.

Port Royal, Nova Scotia.

Jamestown. (Outline V).

Quebec.

New York. (Outline VIII).

Plymouth. (Outline VI).

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of the U. S.

Also, Life of John Ribault in Sparks's American Biography, New Series, Vol. VII; Ridpath's Pop. Hist. U. S.; Lossing's 1st Century, U. S.

The pupil may now make out an outline of the history from 1492 until 1607, giving all points mentioned here and enlarging on them.

OUTLINE V.

JAMESTOWN.

“He that will not work must not eat.”—*John Smith.*

London Company.

Character of Colonists.

Sufferings.

John Smith, Life and Character.

*Pocahontas.

“Starving Time.”

Absence of Women.

Slavery Introduced.

Indian Massacre.

*The story of Pocahontas saving the life of Smith has been disputed by some authorities.

See any recent History of U. S.

Also, Life of John Smith in Sparks's American Biog., Old Series, Vol. II; Bancroft's and Ridpath's Histories, U. S.

OUTLINE VI.

PLYMOUTH.

"The breaking waves dashed high
On a stern and rock-bound coast."

- I. Puritans. (Outline IV).
 1. Origin.
 2. Character.
2. "The Mayflower."
3. The first Winter at Plymouth.
4. Growth and Progress of the Colony.
5. Government.
6. Relations with the Indians.

These points are good themes for essays.

See any recent History of U. S.

Also, Bancroft's Hist. of U. S.; Banvard's Plymouth and the Pilgrims; Palfrey's Hist. of New England. Read Mrs. Heman's "Landing of the Pilgrims;" Longfellow's "Courtship of Miles Standish;" "The Pilgrim Fathers," by John Pierpont

OUTLINE VII.

EXTENDED COLONIZATION OF NEW ENGLAND.

- I. Massachusetts Bay Colony.
 1. John Endicott.
 2. John Winthrop.
 3. Anne Hutchinson.
2. Connecticut.
 1. Thomas Hooker.
 2. The Pequod War.
 3. The Three Colonies.
 4. "Charter Oak."
3. Rhode Island.
 1. Roger Williams.

4. Maine and New Hampshire.
5. Union of N. E. Colonies.
6. King Philip's War.
7. Salem Witchcraft.

"The Pequod War," "The Charter Oak," and "Roger Williams" are good subjects for essays.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of the U. S.

Also, Ridpath's and Bancroft's Histories; Lives of Thos. Hooker, Roger Williams, and John Winthrop; Trumbull's Hist. Connecticut; Arnold's Hist. Rhode Island. Read Longfellow's "John Endicott."

OUTLINE VIII.

NEW YORK.

- I. Under the Dutch.
 1. Character of the Dutch Settlers.
 2. Peter Stuyvesant.
2. Under the English.
 1. Duke of York.
 2. Name changed.
 3. Province divided, (New Jersey).

Write an essay upon the effects of the Dutch element on the subsequent civilization of the State of New York.

See any recent History of U. S.

Also, Barnes's Popular Hist. U. S.; Histories of New York, by Smith, Dunlap and Macauley. Read "Rip Van Winkle," and "The Legend of Sleepy Hollow" in Irving's Sketch Book.

OUTLINE IX.

VIRGINIA AND MARYLAND.

- I. Virginia a Royal Province.

1. Sir Wm. Berkeley.
2. Navigation Act.
3. Bacon's Rebellion.
4. Customs and Laws.
2. Maryland.
 1. Lord Baltimore.
 2. Toleration Act.
 3. Clayborne's Rebellion.
 4. Protestants and Catholics.

Note how Governor Berkeley's saying: "I thank God there are no free schools nor printing-presses in Virginia," expressed a condition that existed for so long a time that the public school system of Virginia was until recently severely impeded.

See any recent History of U. S.

OUTLINE X.

PENNSYLVANIA AND DELAWARE.

"I will found a colony for *all mankind*."—*Penn.*

1. William Penn.
 1. Previous History and Character.
 2. Motives for coming to America.
 3. Grant of land from Charles II.
 4. Treaty with the Indians.
 5. Philadelphia laid out.
2. The Quakers.
3. Penn's Laws.
4. Delaware Settled.

See any recent History of U. S.

Also, Dixon's Life of Wm. Penn. Read "The Pennsylvania Pilgrim," by Whittier.

OUTLINE XI.

THE CAROLINAS.

- I. Settlement.
 1. Lord Clarendon.
 2. Albemarle Colony.
 3. Carteret Colony.
 4. Huguenots.
2. "Grand Model."
3. North and South Carolina separated.

See any recent History of U. S.

Also, Ramsay's Hist. of S. C., and Williamson's Hist. of N. C.

OUTLINE XII.

THE LAST OF THE THIRTEEN.

"In trust for the poor."

- I. James Oglethorpe.
 1. Character.
 2. His treatment of the Indians.
2. Character and Nationality of the Settlers.
3. Laws.
 1. Slavery.
 2. Rum.
 3. Lands.
4. Wesley and Whitefield.
5. Trouble with the Spaniards.
6. A Royal Province.

Compare Oglethorpe and Wm. Penn. This is a good subject for an essay.

See any recent History of U. S.

Also, De Verge's Romance of American History; Memoirs of Oglethorpe, by Robert Wright.

The Colonial Period may now be reviewed from 1607 to 1689. Let the pupil make a complete outline of the whole of this Period.

OUTLINE XIII.

THE THREE WARS.

Before studying this outline let the class take a review of the discoveries of Marquette and Joliet, and La Salle (Outline II).

- 1¹. King William's War.
 - 1². Cause.
 - 2². Attack on Schenectady.
 - 3². Sir Wm. Phipps.
 - 4². Peace of Ryswick.
- 2¹. Queen Anne's War.
 - 1². Cause.
 - 2². Attacks of the Colonists.
 - 1³. At the South.
 - 1⁴. St. Augustine.
 - 2³. At the North.
 - 1⁴. Port Royal.
 - 3². Treaty of Utrecht.
- 3¹. King George's War.
 - 1². Cause.
 - 2². Louisburg.
 - 3². Treaty of Aix la Chapelle.

See any recent History of U. S.

Also, Lossing's, Bancroft's, and Ridpath's Histories, U. S.

OUTLINE XIV.

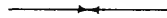
THE FRENCH AND INDIAN WAR.

"They run! They run!"

1. Cause.
2. Young Washington.
3. Ft. Du Quesne.
 1. *Braddock.*
 2. Forbes.
4. Acadia and Louisburg.
5. Ticonderoga and Crown Point.
6. Niagara.
7. Quebec.
 1. *Wolfe.*
 2. Montcalm.
8. Pontiac's War.
9. Treaty of Paris.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of U. S.

Also, Irving's Life of Washington; Bell's Hist. Canada; Parkman's Conspiracy of Pontiac. Read Longfellow's "Evangeline."



OUTLINE XV.

CONDITION OF THE COUNTRY.

In the times preceding the Revolution there was not to be found in all New England an adult, born in the country who could not read and write.—*Ridpath.*

1. Claims of European Countries to Territory.
2. Population.
3. Industries.
 1. Agriculture.
 2. Commerce.

3. Manufactures.
4. Education.
 1. First Printing Press.
 2. First Newspaper.
 3. First College.
 4. Free Schools.
5. Forms of Government.
6. Slavery.
7. Manners and Customs.
8. Great men of the period.

Pupils can easily extend this outline by sub-dividing the general heads.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of U. S. Also, Ridpath's Popular Hist. U. S.; Barnes's Popular Hist. U. S.

The pupil may now review the whole subject from 1492 to the Revolution, by making out a complete outline embracing all points mentioned in the preceding outlines and adding to them if thought proper. See an explanation of the Exponential System of Outlining in the Introduction.

OUTLINE XVI.

CAUSES OF THE REVOLUTION.

"Cæsar had his Brutus, Charles I his Cromwell, and George III—"

"No taxation without representation."

- I. Remote Causes.
 1. Right of arbitrary government claimed by Great Britain and denied by the Colonies.
 2. Influence of France.

3. Inherited character and National disposition of the Colonists.
4. The growth of public opinion tending to independence.
5. Personal character of George III.
2. Immediate Causes.
 1. Importation Act. (See Outline ix).
 2. Writs of Assistance.
 3. STAMP ACT.
 4. Tax on tea, glass, &c.
 5. Quartering Act; or "Mutiny Act."
 6. Riots in New York and Boston.
 7. "Boston Tea Party;" Boston Port Bill.

See any recent History of U. S.

Also, Ridpath's and Bancroft's Histories; Wirt's Life of Patrick Henry; Life of James Otis in Spark's American Biog. Vol. II; Sabine's Loyalists of the Revolution. Read "Ballad of the Boston Tea Party," by Oliver Wendell Holmes.

OUTLINE XVII.

FIRST YEAR OF THE WAR.

"In the name of the Great Jehovah and the Continental Congress."—*Ethan Allen*.

Lexington and Concord.

Ticonderoga and Ethan Allen.

Bunker Hill and Warren.

Washington and the Continental Congress.

Quebec, and Montgomery and Arnold.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of the U. S.

Also, Ridpath's and Bancroft's Histories; Life of Ethan Allen in Spark's American Biog.; Everett's Life of Warren; Hist. of the Siege of Boston, Frothingham; Lossing's Field Book of the Revolution. Read "Paul Revere's Ride," by Longfellow; "Hymn at Completion of Concord Monument," by R. W. Emerson; "Warren's Address Before the Battle of Bunker Hill," by John Pierpont; "Lexington," and

"Grandmother's Story of Bunker Hill Battle," by Oliver Wendell Holmes. "The Green Mountain Boys," by Bryant.

Capt. Aaron Burr stood beside Montgomery when he fell, snatched his dead body and dragged it away from the fire of the enemy. Arnold had sent him to bear the tidings that he would join in the attack on Quebec.

OUTLINE XVIII.

"76."

"Ring! ring!"

"Proclaim Liberty throughout the Land, unto all the inhabitants thereof."

Boston Evacuated.

Charleston. (Sergeant Jasper).

INDEPENDENCE.

Long Island. (New Jersey prison ships).

Washington's Retreat. (Capt. Nathan Hale).

Crossing the Delaware.

Franklin and France. (See Outline xx).

See any recent History of U. S.

Also, Lives of the Signers of the Declaration; Lossing's Field Book of the Revolution; Irving's Life of Washington. Read the Declaration of Independence; "Seventy-Six," by Bryant.

OUTLINE XIX

THE DARKEST HOUR OF THE REVOLUTION.

"These are the times that try men's souls."

Battle of Princeton. ("In the morning we will bag the fox." *Cornwallis*).

Battle of Bennington: ("Molly Stark").

Stars and Stripes Adopted.

Battle of Brandywine. (La Fayette; Pulaski).

Battle of Germantown. (Lydia Darrah).

Burgoyne's Surrender.

Valley Forge. (Conway Cabal). "If the cause is advanced, indifferent is it to me where or in what quarter it happens." *Washington to Patrick Henry during the Cabal.*

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of U. S.

Also, Barnes's Popular Hist.; Ridpath's Popular Hist.; Parton's Life of Franklin. Read "The American Flag," by J. R. Drake.



OUTLINE XX.

FOURTH YEAR OF THE WAR.

"Stand by now, my brave grenadiers!"—*Gen. Chas. Lee.*

France to the Rescue. (See Outline xviii).

Battle of Monmouth. (Gen. Chas. Lee). ("Mollie Pitcher").

D'Estaing's Fleet.

Massacre of Wyoming.

Savannah. (Pulaski). (See Outline xix).

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of the U. S.

Also, Ridpath's and Barnes's Histories. Read "Banner of Pulaski," by Longfellow; "Wyoming," by Fitz Green Halleck; "Gertrude of Wyoming," by Campbell.



OUTLINE XXI.

FIFTH YEAR OF THE WAR.

"I have not yet begun to fight."—*Paul Jones.*

I. The War at the North.

1. Capture of Stony Point. (Mad Anthony).
2. Gen. Sullivan's Expedition.
2. The War at the South.
 1. Siege of Savannah. (Pulaski and Sergeant Jasper). (See Outlines xviii and xix).
3. The War on the Ocean.
John Paul Jones.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of U. S.

Also, Ridpath's Pop. Hist.; Barnes's Pop. Hist.; History of Our Country. Richardson; Simms's, Hamilton's and Sherbourne's Life of Paul Jones; Cooper's Hist. of the Navy; Several fictions founded on the life of Paul Jones.



OUTLINE XXII.

THE SIXTH YEAR OF THE WAR.

"The British soldier trembles
When Marion's name is told."

"Beware your Northern laurels do not turn to Southern willows."

Siege of Charleston.

Battle of Camden. (De Kalb).

Marion and Sumter.

Arnold and Andre.

Depreciation of the Continental Money. (Robt. Morris).

Battle of King's Mountain.

See any recent History of U. S.

Also, Life of Marion; Winthrop and Sargent's Life and Career of Major Andre; Marshall's Life of Washington. Read "Song of Marion's Men," by Bryant; "Andre's Request to Washington," by N. P. Willis.

OUTLINE XXIII.

FINAL STRUGGLE.

"With a heart full of love and gratitude, I now take leave of you."—*Washington*.

Battle of Cowpens.

The General who never gained a battle nor never lost one.

Battle of Eutaw Springs.

Richmond burned by Arnold.

YORKTOWN. "Past two o'clock, and Cornwallis is taken!"

PEACE.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of the U. S.

Also, Thacher's Military Journal of the Revolution; Marshall's Life of Washington; Bancroft's Hist. U. S. Read Whittier's "Yorktown."

OUTLINE XXIV.

AFTER THE WAR.

"We are one nation to-day and thirteen to-morrow."—*Washington*.

1. Condition of the Country.
 1. Finances.
 2. Jealousies between States.
2. Shay's Rebellion.
3. Constitution. (Articles of Confederation). (See Outline xxvi).
4. Two Political Parties.
5. Emigration West.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of the U. S.

Also, Ridpath's and Barnes's Popular Histories; Greeley's American Conflict; Madison Papers; Histories of Kentucky and Tennessee. Read Articles of Confederation and The Constitution.

OUTLINE XXV.

RECAPITULATION OF REVOLUTIONARY PERIOD.

Let the pupil elaborate the outline by placing the names and dates under the proper heads.

1. Battles.
 1. American Victories.
 2. British Victories.
 3. Indecisive.
2. Prominent Men.
 1. Soldiers.
 1. American.
 2. British.
 2. Statesmen.
 1. American.
 2. British.
3. Chronological Table of Events.

See Baldwin's Historical Map of the Revolutionary and French and Indian Wars; Battles of the Revolution, Carrington.

OUTLINE XXVI.

OUR GOVERNMENT.

"E pluribus unum."

- 1¹. Confederate.
 - 1². Time and Duration.
 - 2². Code = Articles of Confederation.
 - 1³. Preparation.
 - 2³. Adoption.
 - 3³. Ratification.
 - 4³. Peculiarities.
 - 5³. Defects.

- 3². National Convention.
 - 1³. By whom Called?
 - 2³. Objects.
 - 3³. Results.
- 4². Political Parties.
 - 1³. Federalist.
 - 1⁴. Time and Duration.
 - 2⁴. Principles.
 - 3⁴. Supporters.
 - 2³. Anti-Federalist.
- 2¹. Federal.
 - 1². Time and Duration.
 - 2². Code = Constitution.
 - 1³. Origin.
 - 2³. Objects.
 - 3³. Objections.
 - 4³. Amendments.
 - 5³. Adoption.
 - 6³. Ratification.
 - 7³. Provisions.
 - 1⁴. Departments.
 - 1⁵. Legislative.
 - 1⁶. Senate.
 - 2⁶. House of Reps.
 - 2⁵. Executive.
 - 1⁶. President.
 - 2⁶. Cabinet.
 - 3⁵. Judicial.

It is hoped this outline will prove suggestive to the pupil. He may extend it by further sub-division. We would impress the necessity of a thorough study of

our government, the grandest and best yet devised by man.

See any recent History of U. S.

Andrew's Manual of the Constitution; Thorpe's Government of U. S.; Schouler's Constitutional Studies; Bryce's American Commonwealth; The Federalist; Houghton's Conspectus of Political Parties to 1880.

OUTLINE XXVII.

WASHINGTON'S ADMINISTRATION.

"First in war, first in peace, and first in the hearts of his countrymen."

1. The First Cabinet.
2. Domestic Affairs.
 1. Finances; National Bank.
 2. Whisky Insurrection.
 3. Indian Wars. ("Mad Anthony").
 4. Seat of Government established.
 5. Three New States Admitted.
3. Foreign Affairs.
 1. Treaty with England. (John Jay).
 2. Spain and Algiers.
 3. France. ("Citizen Genet").
4. Political Parties.
5. Cotton Gin invented.
6. Character of Washington.

Let the pupil arrange the events in Chronological order.

See any recent History of U. S.

Also, Hildreth's Hist. U. S.; Life of John Jay, by William Jay; Marshall's, Spark's and Irving's Life of Washington; Barnes's Pop. Hist. Read Washington's Farewell Address.

OUTLINE XXVIII.

JOHN ADAMS'S ADMINISTRATION.

"Millions for defense but not one cent for tribute."

"The Colossus of Independence."

Election.

Difficulties with France.

Alien and Sedition Laws.

Death of Washington.

Life and Character of Adams.

Capital removed to Washington.

See any recent History of U. S.

Also, Ridpath's Pop. Hist.; Life of John Adams, by Charles Francis Adams;
Hildreth's Hist. U. S.; Richardson's Hist. of Our Country.

OUTLINE XXIX.

JEFFERSON'S ADMINISTRATION.

"The Sage of Monticello."

1. Election.
2. *Purchase of Louisiana.*
3. The Lewis and Clarke Expedition.
4. War with Tripoli. (Decatur).
5. The First Steamboat. ("Fulton's Folly").
6. Trouble with England Again.
 1. Right of Search.
 2. Orders in Council.
 3. Milan Decree.
 4. Embargo Act.
7. Burr and Hamilton. (See Outline xvii).
8. Ohio Admitted.
9. Life and Character of Jefferson.

The Embargo Act was the subject of much ridicule. Its opponents spelling it backward called it the "O grab me Act."

See any recent History of U. S.

Also, Tucker's and Randall's Life of Jefferson; Reithmüller's Alexander Hamilton; History of Our Country, Richardson; Parton's Life of Aaron Burr; Lewis and Clarke's Travels.

OUTLINE XXX.

MADISON'S ADMINISTRATION.

"Free Trade and Sailor's Rights."

1. Election.
2. Indian Trouble.
 1. *Battle of Tippecanoe.* (W. H. Harrison).
3. WAR OF 1812. (See Outline xxxi).
 1. Cause.
 2. Public Sentiment in Regard to the War.
4. Louisiana and Indiana Admitted.
5. Life and Character of Madison.

See any recent History of U. S.

Also, Hildreth's Hist. U. S.; History of Our Country, Richardson; Lives of the Presidents; Rives's Life and Times of Madison; History of Indiana, by Goodrich & Tuttle.

OUTLINE XXXI.

THE WAR OF 1812.

"Don't give up the ship."

"We have met the enemy and they are ours."

1. Land Engagements.
 1. Hull's Surrender.
 2. Battle of the Thames.

3. Lundy's Lane. (Young Winfield Scott).
4. Washington City Captured. (Star Spangled Banner).
5. "*Behind the Cotton Bales.*" (Andrew Jackson).
2. Naval Engagements.
 1. The Constitution and The Guerriere.
 2. The Wasp on a Frolic.
 3. Decatur and The Macedonian.
 4. Bainbridge and The Constitution.
 5. The Peacock strikes Colors to The Hornet.
 6. Capt. Lawrence and The Chesapeake.
 7. *Perry's Victory.*
 8. MacDonough and Lake Champlain.
3. Peace.

Let the pupil arrange the events in chronological order.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of U. S.

Also, Richardson's Hist. of Our Country; Headley's Second War with England; Campaign of 1812, by James Freeman Clarke; Parton's Life of Jackson; Cooper's Naval Hist. U. S.; Lossing's Field Book of the War of 1812; Mackenzie's Life of Oliver H. Perry. Read "Star Spangled Banner."

OUTLINE XXXII.

MONROE'S ADMINISTRATION.

"The era of good feeling."

Election.

Politics.

The Seminole Indians.

The Acquisition of Florida.

"The Monroe Doctrine."

The Missouri Compromise.

"The Nation's Guest."

The Erie Canal.

Five New States.

Life and Character of Monroe.

See any recent History of U. S.

Also, Ridpath's Pop. Hist.; W. H. Seward's Life of J. Q. Adams; Lives of the Presidents.

OUTLINE XXXIII.

J. Q. ADAMS'S ADMINISTRATION.

"The Old Man Eloquent." "The Walking Vocabulary."

Election.

Death of Adams and Jefferson.

Anti-Masonry.

First Steam Railway.

High Protective Tariff.

Life and Character of J. Q. Adams.

See any recent History of U. S.

Also, Burnes's Pop. Hist.; W. H. Seward's Life of John Quincy Adams; Ingersoll's Second War with Great Britain.

OUTLINE XXXIV.

JACKSON'S ADMINISTRATION—FIRST TERM.

"To the Victors belong the Spoils."

"The Union! It must and shall be preserved."

"Liberty and Union, now and forever, one and inseparable."

"I would rather be right than be President."

Election.

Death of Monroe.

Veto of the U. S. Bank Bill.

Asiatic Cholera.

Black Hawk War.

Nullification.

Clay's Compromise. ("The Great Pacificator").

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of U. S.

Also, Ridpath's Pop. Hist.; Parton's Life of Jackson; Jenkins's Life of Calhoun; Sargent's Life of Clay; Curtis's Life of Daniel Webster; Bunvard's Life of Daniel Webster. Read Webster's and Haynes's Speeches in the famous debate.

OUTLINE XXXV.

JACKSON'S ADMINISTRATION—SECOND TERM.

"Old Hickory."

Public Funds removed from U. S. Bank.

Whig Party Organized.

Meteoric Display.

Seminole War. (Osceola).

Two more States Admitted.

Death of Madison, Randolph and Marshall.

Life and Character of Jackson.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of the U. S.

Also, Sprague's Florida War; Barnes's Pop. Hist.; Parton's Life of Jackson; Cobbett's Life of Jackson. Read "The Seminole's Defiance;" "Osceola," by A. B. Street; "Osceola," by Mayne Ried; Whittier's "Randolph of Roanoke."

OUTLINE XXXVI.

VAN BUREN'S ADMINISTRATION.

The first President born after the Revolution.

The Cherokees removed.

Great Financial Panic.

"The Patriot War."

Anti-Slavery Agitation.

Hard Cider and Log Cabin Campaign.

Life and Character of Van Buren.

See any recent History of U. S.

Also, Public Men and Events, Sargent; Lives of the Presidents. Read Poem by Whittier, "On Reading the Message of Gov. Ritner, of Pennsylvania," and other poems on Slavery by Whittier, Lowell and others.

OUTLINE XXXVII.

HARRISON AND TYLER'S ADMINISTRATION.

"Tippecanoe and Tyler too."

Death of Harrison.

Tyler Vetoes U. S. Bank Bill.

Ashburton-Webster Treaty.

The Dorr Rebellion.

Three Great Inventions.

Three New States.

The Mormons.

Life and Character of Harrison; of Tyler.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of the U. S.

Also, Ridpath's Pop. Hist.; Lives of the Presidents; Gunnison's Hist. of Mormonism; Hyde's Mormonism; The Works of Beadle, Turner and Dixon on Mormonism. Read N. P. Willis's "Death of Harrison."

OUTLINE XXXVIII.

POLK'S ADMINISTRATION.

"Fifty-four forty or fight." "All Oregon or none."

Annexation of Texas.

Smithsonian Institute.

Mexican War. (See Outline xxxix).

Northern Boundary of U. S.

Gold Discovered in California.

Two more States Admitted.

Death of John Quincy Adams.

See any recent History of U. S.

Also, L. Chase's History of the Administration of Polk; Tuthill's Hist. of California; Greenhow's History of Oregon and California; Seward's Life of John Quincy Adams; Lowell's "Biglow Papers."

The pupil may now outline the history of our country from the Revolution to the Mexican War.

OUTLINE XXXIX.

THE MEXICAN WAR.

"Gen. Taylor never surrenders."

"A little more grape, Capt. Bragg."

Palo Alto. ("Rough and Ready").

Resaca de la Palma.

Monterey.

"The American Path-Finder," and Gen. Kearney.

Buena Vista.

San Juan de Ulloa.

Cerro Gordo.

Churubusco and Contreras.

Mexico and Gen. Scott.

Results of the War.

See Schouler's Hist. of U. S.; Bryant & Gay's U. S. Hist.; McMaster's Hist. of U. S.; or any other recent Hist. of U. S.

Also, Mansfield's and Mayer's Hist. of Mexican War; Frost's Hist. of America; Mansfield's Life of Scott. Read "The Angels of Buena Vista," by Whittier; "Monterey," by Chas. F. Hoffman.

OUTLINE XL.

TAYLOR AND FILLMORE'S ADMINISTRATION.

"I have tried to do my duty."—*Last words of Taylor.*

Election.

Death of Taylor.

California Admitted.

Omnibus Bill. (Fugitive Slave Law).

Filibusters.

Three Great Statesmen die.

The Search for Sir John Franklin.

Life and Character of Taylor; of Fillmore.

See any recent History of U. S.

Also, Ridpath's Pop. Hist.; Richardson's Arctic Expedition; Powell's Life of Taylor.

OUTLINE XLI.

PIERCE'S ADMINISTRATION.

"Bleeding Kansas." "Popular Sovereignty."

The Crystal Palace.

The Gadsden Purchase.

The Know-Nothings.

Treaty with Japan.

Kansas-Nebraska Bill. ("The Little Giant").

Republican Party Organized.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of U. S.

Also, Ridpath's and Barnes's Pop. Hist's.; Sheahan's Life of S. A. Douglas.

OUTLINE XLII.

BUCHANAN'S ADMINISTRATION.

"The Bachelor President."

"If any man attempts to haul down the American flag, shoot him on the spot."

Trouble with the Mormons.

The "Dred Scott" Decision.

John Brown's Raid.

Three more States.

Atlantic Cable.

Petroleum.

Secession.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of U. S.

Also, Richardson's Hist. of Our Country; Barnes's Pop. Hist.; Lippincott's Biographical Dict. Read Whittier's "John C. Fremont."



OUTLINE XLIII.

LINCOLN'S ADMINISTRATION.

"Honest Abe." "The Railsplitter."

THE GREAT CIVIL WAR. (See Outlines xlv to xlviii).

Emancipation Proclamation.

Greenbacks.

Two more States.

Assassination of Lincoln.

Life and Character of Lincoln.

See any recent History of U. S.

Also Mrs. Stowe's Men of Our Times; Raymond's, Barrett's, Crosby's and Holland's Life of Abraham Lincoln; Ridpath's Pop. History. Read poem on the "Assassination of Lincoln," by the London *Punch*, quoted in Ridpath's Pop. History.

OUTLINE XLIV.

THE GREAT CIVIL WAR.

"This is a nation and not a league."—*Andrew Jackson.*

I¹. Causes.I². Remote.

I³. Different Constructions put upon the Constitution.

2³. Different Industrial Interests.

3³. Questions growing out of Slavery.

I⁴. Agitation of the question by Abolitionists.

2⁴. Missouri Compromise.

3⁴. Nullification.

4⁴. Annexation of Texas.

5⁴. Fugitive Slave Law.

6⁴. Kansas-Nebraska Bill.

7⁴. Dred Scott Decision.

8⁴. John Brown's Raid.

4³. Want of Intercourse between North and South.

5³. Publication of Sectional Books.

6³. Influence of Demagogues.

2². Immediate.

I³. Election of a Northern man for President.

2³. Secession of States.

3³. Attack on Ft. Sumter.

2¹. Duration.3¹. Results.

See any recent History of U. S.

Also, Greeley's *American Conflict*; *Hist. of the Civil War*, Draper; Richardson's *Hist. of Our Country*. Read "Uncle Tom's Cabin" and "Dred," by Mrs. Stowe.

OUTLINE XLV.

FIRST YEAR OF THE WAR.

"On to Richmond!"

"See, there's Jackson standing like a stone wall!"

Ft. Sumter Evacuated.

Call for 75000 men.

First Blood Shed.

Bull Run. ("Skedaddle").

The Trent Affair.

See any recent History of U. S.

Also, Dabney's *Life of Stonewall Jackson*; Draper's *American Civil War*; Headley's *Hist. of the Rebellion*.

Read "Through Baltimore," and "Scott and the Veteran," by Bayard Taylor.



OUTLINE XLVI.

SECOND YEAR OF THE WAR.

"I propose to move immediately upon your works."—*U. S. Grant.*

"The Battle of the Iron Ships."

1. Objective points of the Campaign.
 1. Opening the Mississippi.
 2. Blockade of Southern Ports.
 3. Capture of Richmond.
2. Capture of Forts Henry and Donelson.
3. *The Merrimac and the Monitor.* ("The Yankee Cheese-box").
4. *Battle of Shiloh.*
5. Capture of New Orleans.
6. Seven Days's Battle.
7. Battle of Antietam.
8. Battle of Murfreesboro.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of the U. S.

Also, Mrs. Stowe's Men of Our Times; Pollard's "Lost Cause;" Badeau's Military Hist. of U. S. Grant. Read "The Battle Autumn of 1862," and "Barbara Frietchie" by Whittier; "The Washers of the Shroud," by Lowell; "The Cumberland," by Longfellow.

OUTLINE XLVII.

THIRD YEAR OF THE WAR.

"The turning point of the war."

"We shall nobly save, or meanly lose the last best hope of earth."—*Abraham Lincoln.*

Battle of Chancellorsville.

Battle of Gettysburg.

Fall of Vicksburg.

Conscription Riot.

John Morgan's Raid.

Chickamauga and Chattanooga.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of the U. S.

Also, Headley's Hist. of the Rebellion; Badeau's Military Hist. of U. S. Grant. Read, "The Hive at Gettysburg," by Whittier; "Gettysburg Ode," by Bayard Taylor.

OUTLINE XLVIII.

THE CLOSING CONFLICTS.

"I will fight it out on this line if it takes all summer."—*Grant.*

"Turn boys, turn, we are going back."—*Sheridan.*

The third Lieutenant General.

Wilderness, Spottsylvania and Cold Harbor.

The Alabama and the Kearsarge.

Atlanta Captured.

Sheridan at Winchester.

"March to the Sea."

Lee Surrenders to Grant.

Jefferson Davis Captured.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of U. S.

Also, Ridpath's Pop. Hist.; Draper's American Civil War. Read Whittier's "Howard at Atlanta;" "Sheridan's Ride," by T. Buchanan Read.

OUTLINE XLIX.

RECAPITULATION.

The pupil may elaborate as in Outline xxv. For review he may outline the history from the Mexican War to the Great Civil War.

1¹. Battles.

1². Federal Victories.

2². Confederate Victories.

3². Indecisive.

2¹. Prominent Men.

1². North.

1³. Soldiers.

1⁴. Army.

2⁴. Navy.

2³. Statesmen.

2². South.

1³. Soldiers.

1⁴. Army.

2⁴. Navy.

2³. Statesmen.

3¹. Cost of the War.

1². Life.

2². Treasure.

1³. Bonds.

2³. Greenbacks.

3³. Sanitary and Christian Commissions.

See any recent History of U. S.

Also, any history of the Great Civil War and other works which the teacher may be able to suggest. Read Lowell's "Commemoration Ode;" "The Blue and the Gray."

OUTLINE L.

JOHNSON'S ADMINISTRATION.

"Cyrus laid the Cable."

Amnesty.

13th Amendment.

Trouble between the President and Congress.

Atlantic Cable.

Nebraska and Alaska.

Maximilian and Mexico.

Impeachment.

Seceded States Readmitted.

14th Amendment.

Treaty with China.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of U. S.

Also, Richardson's Hist. of Our Country; Congressional Globe.

OUTLINE LI.

GRANT'S ADMINISTRATION.

"Take care of the Civil Rights' Bill."—*Last words of Sumner.*

Pacific Railroad. ("The golden spike").

15th Amendment.

San Domingo Affair.

Alabama Difficulty. ("Geneva Award").

Chicago Fire.

The Modocs.

The 38th State.

Centennial.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of the U. S.

Also, Centennial Hist. U. S., McCabe; Richardson's Hist. of Our Country; Headley's, Mansfield's and Richardson's Histories of U. S. Grant; Parton's Life of Horace Greeley.

OUTLINE LII.

HAYES'S ADMINISTRATION.

"He serves his party best, who serves his country best."

The Electoral Tribunal.

The Louisiana Trouble.

The South Carolina Trouble.

The Fishery Dispute.

Railroad Riots.

Resumption of Specie Payments.

Improvement of the Mississippi.

See any recent History of U. S.

OUTLINE LIII.

GARFIELD AND ARTHUR'S ADMINISTRATION.

Factional disputes amongst Republicans.

Assassination.

Civil Service Reform Act.

Star Route Frauds.

Edmunds' Anti-Polygamy Act.

Chinese Immigration Forbidden.

New Orleans Exposition. (Cotton Industry).

Civil Service Reform and Immigration are excellent subjects for spirited debates or essays. Indeed a debate in the place of the history recitation will not only be very instructive, but also add enthusiasm and variety to the study.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of the U. S.

OUTLINE LIV.

CLEVELAND'S ADMINISTRATION

"Mugwumps."

Death of Gen. Ulysses S. Grant.

Stripes and Anarchist Riots.

Presidential Succession Act.

Dissolution of the Mormon Church.

Veto of Dependent Pension Bill.

Australian Ballot.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of U. S.

OUTLINE LV.

HARRISON'S ADMINISTRATION.

"I look hopefully to the continuance of our protective system."

Opening of Oklahoma.

Sherman Silver Act.

Admission of New States.

Homestead Troubles.

Amnesty to the Mormons.

Advent of the Populists.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of U. S.

OUTLINE LVI.

CLEVELAND'S ADMINISTRATION.

Panic of 1893.

Repeal of Sherman Act.

Behring Sea Trouble.

Coxey's Army.

Pullman Strike.

World's Columbian Exposition.

Income Tax.

Development of the South.

Venezuela Controversy.

Admission of Utah.

Silver—16 to 1.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of the U. S.

OUTLINE LVII.

MCKINLEY'S ADMINISTRATION.

"The peace we have won is not a selfish truce of arms, but one whose conditions presage good to humanity."

The Dingley Tariff.

Revolution in Cuba.

Demands made on Spain by the United States.

De Lome Insult.

Explosion of the Maine.

Spanish-American War:—

Dewey at Manila.

Sampson bombards San Juan.

Sinking of the Merrimac.

Schley destroys Cervera's Fleet.

Stamp Tax.

El Caney and San Juan Hill.

Ponce Surrenders to Gen. Miles.

Manila Captured.

Annexation of Hawaii.

Treaty of Peace signed at Paris.

Peace Conference at The Hague.

War with the Philippine Insurgents.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of the U. S.

Have your pupils write a brief account of the Spanish-American War.

The pupil may now outline the history from the Civil War to the Spanish-American War.

OUTLINE LVIII.

OUR PRESIDENTS.

No.	Names.	Party.	T E R M S.		State from which Elected.	B I R T H.		D E A T H.		Remarks.
			From	To.		when	where.	when	where.	

The pupil will readily see how the above table may be filled out. The greater number of the points may be obtained from the ordinary text-books.

OUTLINE LIX.

OUR EMINENT CHARACTERS.

Statesmen.	Soldiers.	Inventors.	Artists.	Poets.	Authors.	Scientists.

The names of the persons, whether men or women, should be placed under the proper heads, and the time in which they lived may be indicated by arranging in groups or by dates written after the names.

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of U. S.

Also, Mrs. Stowe's Men of Our Times; Parton's Famous Americans of Recent Times; Lippincott's Biographical Dictionary.

OUTLINE LX.

WARS.

	NAMES.	PARTIES ENGAGED.	TIME.	CAUSES.	RESULTS.
INDIAN WARS.					
INTER-COLONIAL WARS.					
FOREIGN WARS.					
CIVIL WAR.					
SPANISH-AMERICAN WAR.					

It will be observed that the above table when filled

out will not have an exact chronological arrangement. The pupil may prepare a chronological table of the Wars, giving the principal battles and dates.

OUTLINE LXI.

THE STATES.

To be filled out by the pupil.

No.	Names.	When.	SETTLED.		Admitted.	Area.	Origin of Name.
			Where.	By Whom.			

See Montgomery's Leading Facts in U. S. Hist.; McMaster's Hist. of U. S.; Lee's School Hist. of U. S.; or any recent Hist. of U. S.

OUTLINE LXII.

ACQUISITION OF TERRITORY.

Original Territory.

Louisiana Purchase.

Florida Purchase.

Oregon.

Texas, California, &c.

Alaska.

Hawaii, Philippine Islands, Puerto Rico, &c.

See any recent History of U. S.

OUTLINE LXIII.

CONTEMPORANEOUS HISTORY.

Let the pupil name the principal events in U. S. History nearly corresponding in time to those here given:

Fifteenth Century:

Printing Invented.

Civil Wars in England.

Sixteenth Century:

The Reformation Begins.

Revolution in England.

Queen Elizabeth Begins to Reign.

Church of England Established.

Seventeenth Century:

Shakespeare died.

Milton died.

Peter the Great and Charles XII of Sweden.

Louis XIV.

House of Stuart.

Eighteenth Century:

Frederic William I.

House of Hanover.

George III.

Nineteenth Century:

French Revolution.

Napoleon I.

Austrian Empire Founded.

Queen Victoria Begins to Reign.

Corn and Navigation Laws repealed.

Wars with the Chinese and the Afghans.

Wars with the Zulus and the Boers.

Irish Land Bill passed.

Rebellion in Alexandria and the Soudan.

Defeat of the Home Rule Bill.

Passage of the Coercion Act.

War with the Boers.

See Myers' General History; Fisher's Outlines of Universal Hist.

LESSONS OUTLINED

IN

UNITED STATES HISTORY, GEOGRAPHY, ARITHMETIC,
ENGLISH GRAMMAR AND PHYSIOLOGY.

OUTLINES IN GEOGRAPHY.

HINTS TO THE TEACHER.

1. Map drawing should form a part of every lesson, but should not be made a hobby. Require pupils to draw a small portion of a map each day. The maps should be drawn on paper with lead pencil. Cheap book paper such as is used for printing newspapers, or tea paper used for wrapping goods will answer very well. Sized or writing paper should never be used. The papers should be preserved and as the pupils proceed with the subject their maps will develop gradually under the eye and instruction of the teacher. (See Outline of Cartography in Normal Question Book).

2. Outline I is to show what points should be brought out in the first recitations of a beginning class and is intended only for primary pupils and as a training lesson in Methods of Teaching. Drill thoroughly until pupils comprehend the ideas of direction and the use of a map. Illustrate the shape of the earth by a globe or some spherical object.

3. The study of Geography should begin with the study of the localities near home, but a thorough study

of any country can not be made until the pupil is acquainted with certain general terms and has some idea of the size, shape and structure of the earth. For this reason the first lessons we have outlined are of this character, but right along with these the pupil should be taught a knowledge of home Geography by a series of lessons on map drawing. After the pupil has learned to map the school-room and school-yard and adjoining farms or the town or village in which he lives, he may proceed to a map of the county, dividing into townships and showing towns, villages, streams and other objects of interest. From this he may proceed to draw a map of his own state. A little work of this kind every day in connection with the lessons here outlined, will afford variety and interest and at the same time teach a valuable knowledge of local Geography.

4. It will be seen that there are many ways in which the subjects of Geographical study may be outlined. I have adopted no uniform plan but have constructed each outline according to such a plan as seemed best adapted to the case in hand. It is hoped the outline will prove suggestive to the teacher and that he will lead his pupils into the habit of outlining and classifying every subject which they may study.

5. It will be observed that many of the outlines give information which the pupil should be able to give from memory. In such cases the teacher should write the main heads on the board and by questions draw out of the class the sub-divisions, which may be written down as stated by the pupils.

6. The special outlines, or those following No. xix, are intended mainly for reviews and for advanced class-

es. Particular attention should be paid to the Geography of our own country. In the study of foreign countries, only the main facts need be noted.

G E O G R A P H Y .

OUTLINE I.

INTRODUCTORY.

1. Draw Map of School-Room.
 1. Mark the Objects.
2. Draw Map of Play Ground.
 1. Mark the Objects.
3. Direction.
 1. Cardinal and Semi-cardinal Points.
 1. How Found.
 2. How Shown on Map.
4. Draw Map of a Farm or Town.
 1. Mark the Divisions.
 2. Mark the Objects.
5. Shape of the Earth.
6. Definition of Geography.

It may be necessary to make two or more lessons of this outline.

OUTLINE II.

THE LAND.

- 1¹. Natural Divisions.

- 1². According to Size.
 - 1³. Continents.
 - 2³. Islands.
- 2². According to Contour.
 - 1³. Capes.
 - 2³. Peninsulas.
 - 3³. Isthmuses.
- 3². According to Relief.
 - 1³. Lowlands.
 - 1⁴. Plains.
 - 2⁴. Valleys.
 - 2³. Highlands.
 - 1⁴. Plateaus.
 - 2⁴. Mountains.
- 2¹. Political Divisions.

The definitions of the terms of the outline will form the matter of the recitation. Advanced pupils should extend the outline by writing in the proper places, the following terms: Prairies, llanos, pampas, steppes, deserts, ravines, defiles, canyons, mountain chains, volcanoes, basins, watersheds; states, empires, kingdoms, principalities, provinces, &c., and be able to define each.

OUTLINE III.

THE WATER.

- 1¹. Oceanic Waters.
 - 1². Oceans.
 - 2². Seas.
 - 3². Gulfs.

- 4². Bays.
- 5². Straits.
 - 1³. Sounds.
 - 2³. Channels.
- 2¹. Inland Waters.
 - 1². Rivers.
 - 1³. Main Streams.
 - 2³. Tributaries.
 - 2². Lakes.

Let this outline be extended, bringing in the terms, inlets, coves, harbors, fiords, roadsteads, brooks, creeks, rivulets, springs, &c.

OUTLINE IV.

GEOGRAPHICAL POSITION.

- 1¹. Circles.
 - 1². Kinds.
 - 1³. Great.
 - 1⁴. Equator.
 - 2⁴. Meridians.
 - 3⁴. Ecliptic.
 - 2³. Small.
 - 1⁴. Parallels.
 - 1⁵. Climatic or Fixed Circles
 - 1⁶. Arctic Circle.
 - 2⁶. Tropic of Cancer.
 - 3⁶. Tropic of Capricorn.
 - 4⁶. Antarctic Circle
- 2². Degrees.
 - 1³. Length.

2³. Division.

3³. Uses.

3². Uses.

1³. Determine Position = Latitude and Longitude.

2³. Mark Zones and Hemispheres.

The teacher should, by use of globe, explain that in order to locate any place on the earth's surface we must have certain fixed points from which to reckon. Teach map drawing by use of parallels and meridians.

OUTLINE V.

CLIMATE.

1¹. In Regard to Heat.

Modified by

1². Latitude.

2². Altitude.

3². Prevailing Winds.

4². Length of Day.

5². Ocean Currents.

6². Mountain Ranges.

7². Proximity to Large Bodies of Water.

8². Character of Soil.

9². Slope of Land.

2¹. In Regard to Moisture.

Modified by

1². Prevailing Winds.

2². Mountains.

3². Forests.

4². Cultivation of the Soil.

- 5². Heat.
- 6². Proximity to Large Bodies of Water.
- 3¹. In Regard to Winds.
 - Modified by
 - 1². Heat.
 - 2². Rotation of the Earth.
 - 3². Land and Water.
- 4¹. Seasons.
 - See any recent School Geography.
 - Read Longfellow's "Rain in Summer."

OUTLINE VI.

THE WORLD.

- 1. Hemispheres.
 - 1. Eastern.
 - 2. Western.
 - 3. Northern.
 - 4. Southern.
 - 5. Land.
 - 6. Water.
- 2. Grand Divisions.

<ul style="list-style-type: none"> 1. Europe. 2. Asia. 3. Africa. 4. Australia. 	}	Old World.
<ul style="list-style-type: none"> 5. North America. 6. South America. 	}	New World.
- 3. Proportion of Land and Water.

Give map drill. Compare the grand divisions in size, direction of mountain chains, length of rivers, coast lines, &c.

OUTLINE VII.

NATURAL PRODUCTIONS.

1. Mineral.
 - Kinds.
 - Distribution.
2. Vegetable.
 - Kinds.
 - Distribution.
3. Animal.
 - Kinds.
 - Distribution.

Let the pupil enlarge this outline, by enumerating some of the principal kinds and stating how they are distributed over the earth. Particular attention should be paid to the definitions of the three leading terms.

 OUTLINE VIII.

RACES OF MEN.

Races.	PHYSICAL CHARACTERS.				Representative Types.	Numbers.
	Color.	Features.	Hair.	Beard.		

The teacher will readily understand that the pupil should be required to fill out the table and be able to discuss all the points mentioned.

OUTLINE IX.

OCCUPATIONS OF MEN.

1. Industries.
 1. Agriculture.
 2. Lumbering.
 3. Mining.
 4. Manufacturing.
 5. Navigation.
 6. Fishing.
 7. Commerce.
 8. Transportation.
2. Professions.
 1. Law.
 2. Medicine.
 3. Ministry.
 4. Teaching.
 5. Journalism.
 6. Politics.

The definition and explanation of these terms will constitute the recitation for a beginning class. A class that has been over the subject may state in what states or countries these different industries prevail.

Read "Songs of Labor," by Whittier.



OUTLINE X.

STATES OF SOCIETY.

- 1¹. In Regard to Education.
 - 1². Savage.
 - 2². Half-Civilized.

- 3². Civilized.
- 2¹. In Regard to Religion.
 - 1². Polytheistic.
 - 1³. Brahminism.
 - 2³. Buddhism.
 - 3³. Fetichism.
 - 2². Monotheistic.
 - 1³. Mohammedan.
 - 2³. Jewish.
 - 3³. Christian.
- 3¹. In Regard to Government.
 - 1². Monarchical.
 - 1³. Absolute.
 - 2³. Limited.
 - 2². Republican.

See Frye's Complete Geography; Natural Advanced Geography; also any recent Encyclopædia.

The preceding outlines may be combined into one general outline for review.

OUTLINE XI.

GENERAL VIEW OF NORTH AMERICA.

- 1¹. Divisions.
 - 1². Natural. (See Outline ii).
 - 2². Political.
 - 1³. Names.
 - 2³. Comparative Size.
 - 3³. Position.
 - 1⁴. Boundaries.
 - 2⁴. Latitude and Longitude.

- 2¹. Waters. (See Outline iii).
- 3¹. Size. Compare it with the other Grand Divisions.

OUTLINE XII.

GENERAL VIEW OF THE U. S.

- I. Position. (See Outline xi).
2. Extent.
3. Political Divisions.
4. General Surface.
5. Coast Line.
6. Natural Resources.
7. Industries.
8. Population.
9. Capital.
10. Chief Cities.
11. Government.
12. Education and Religion.
13. Miscellaneous.

See any recent School Geography.

OUTLINE XIII.

THE PUPIL'S OWN STATE.

- I¹. Position.
 - I². Latitude and Longitude.
 - 2². Boundaries.
 - I³. Natural.
 - 2³. Artificial.

- 2¹. Outline.
 - 1². Regular.
 - 2². Irregular.
- 3¹. Extent.
 - 1². Definite.
 - 1³. Length.
 - 2³. Breadth.
 - 3³. Area.
 - 2². Comparative.
- 4¹. Surface.
 - 1². General Character.
 - 1³. Level.
 - 2³. Undulating.
 - 3³. Mountainous.
 - 2³. Mountains.
 - 1³. Systems.
 - 2³. Ranges.
 - 3³. Detached.
 - 3². Valley's, Plains, Plateaus, Prairies.
 - 4⁴. Watersheds, Slope, Drainage.
 - 5². Natural Curiosities and Scenery.
- 5¹. Lakes.
 - 1². Kinds. (See Outline xx).
- 6¹. Rivers.
 - 1². Systems.
 - 2². Main Streams.
 - 3². Tributaries.
 - 4². Length.
- 7¹. Coast Line.
 - 1². Projections.
 - 1³. Peninsulas.
 - 2³. Capes.

- 2². Indentations.
 - 1³. Gulfs.
 - 2³. Bays.
 - 3³. Inlets, &c.
 - 3². Adjacent Islands.
- 8¹. Climate. (See Outline v).
- 9¹. Natural Advantages.
 - 1². Land.
 - 1³. Surface.
 - 1⁴. Soil.
 - 2⁴. Forests, Grasses, &c.
 - 3⁴. Game.
 - 2³. Interior.
 - 1⁴. Precious Metals.
 - 2⁴. Ordinary Metals.
 - 3⁴. Building Material.
 - 4⁴. Miscellaneous Minerals. (See Outline xxvi).
- 2². Water.
 - 1³. Fish.
 - 2³. Water Power.
 - 3³. Navigation and Transportation.
 - 4³. Water Supply.
 - 5³. Harbors.
- 10¹. Industries.
 - 1². Agriculture.
 - 1³. Crops.
 - 2³. Domestic Animals.
 - 2². Manufacturing.
 - 1³. Articles Produced.
 - 1⁴. Kinds.
 - 2⁴. Value.

- 2³. Location of Factories.
- 3². Mining.
 - 1³. Minerals Found.
 - 2³. Mines.
 - 1⁴. Location.
 - 2⁴. What Extent Worked.
 - 4². Lumbering.
 - 5². Fisheries.
 - 6². Commerce.
 - 1³. Exports.
 - 2³. Imports.
 - 3³. Means of Transportation.
- 11¹. Internal Improvements.
 - 1². Railroads.
 - 2². Canals.
 - 3². Public Buildings, Bridges, &c.
- 12¹. Education.
 - 1². Higher Institutions.
 - 1³. Universities and Colleges.
 - 2³. Schools of Law, Medicine and Theology.
 - 3³. Normal Schools.
 - 4³. Business Institutes.
 - 2². Common and High Schools.
 - 1³. Number of Pupils.
 - 2³. Name of State Supt.
 - 3³. Name of Supt. of Pupil's own County.
- 13¹. Government.
 - 1². Departments.
 - 1³. Legislative.
 - 1⁴. How Divided.
 - 2⁴. Time of Election of Members.

- 3⁴. Session of Legislature.
- 2³. Executive.
 - 1⁴. Term of Governor and Time of Election.
 - 2⁴. Name of Present Governor.
- 3³. Judiciary.
- 2². Officials.
 - 1³. State.
 - 2³. County.
 - 3³. City.
 - 4³. Township.
- 14¹. Counties.
 - 1². Number in State.
 - 2². One in which Pupil Resides.
- 15¹. History.
 - 1². Early History.
 - 1³. Colonial.
 - 2³. Territorial.
 - 3³. Date of Admission.
 - 2². Later History.
 - 3². Distinguished Men.
- 16¹. Population.
 - 1². At Present Time.
 - 2². Increase in Population.
- 17¹. Cities and Towns.
 - Capital.
 - Largest City.
 - Population.
 - Description.
- 18¹. Miscellaneous Items.

This Outline may require several lessons. We would impress the importance of a thorough study of the pupil's own state and of his immediate locality.

See any recent School Geography.

OUTLINE XIV.

GENERAL TOPIC LIST FOR ANY STATE IN THE UNION.

1. Position.
 1. Latitude and Longitude.
 2. Boundaries.
2. Size.
3. Mountains and Surface Generally.
4. Rivers and Lakes.
5. Coast Line.
6. Climate.
7. Productions.
 1. Animal.
 2. Vegetable.
 3. Mineral.
8. Occupations.
9. Capital and Largest City.
10. Other Cities and Places of Interest.
11. History.
12. Population.
13. Miscellaneous.

OUTLINE XV.

GENERAL VIEW OF EUROPE.

- 1¹. Position.
 - 1². Boundaries.
 - 2². Latitude.
 - 1³. Northern Limit.
 - 2³. Southern Limit.
 - 3². Longitude.
 - 1³. Eastern Limit.
 - 2³. Western Limit.
 - 2¹. Extent.
 - 1². Length.
 - 2². Breadth.
 - 3². Area.
 - 3¹. General Surface.
 - 4¹. Principal Rivers and Lakes.
 - 5¹. Coast Line. (See Outline xiii).
 - 1². Indentations.
 - 2². Projections.
 - 6¹. Climate.
 - 7¹. Resources.
 - 8¹. Political Divisions.
 - 9¹. Chief Cities.
 - 10¹. Population.
-

OUTLINE XVI.

GENERAL TOPIC LIST FOR ANY COUNTRY OF EUROPE.

- 1. Position.
- 2. Size.—Compare with States of U. S.

3. Mountains and Surface Generally.
 4. Rivers and Lakes.
 5. Climate.
 6. Productions.
 1. Animal.
 2. Vegetable.
 3. Mineral.
 7. Occupations.
 8. Capital and Largest City.
 9. Other Cities.
 10. Government.
 11. Education.
 12. Religion.
 13. Races.
 14. Language Spoken.
 15. Natural Curiosities and Scenery.
 16. Works of Art, Noted Buildings, &c.
 17. History.
 1. Principal Events, Battles, &c.
 2. Present Ruler.
-

OUTLINE XVII.

GENERAL VIEW OF ASIA.

- 1¹. Position.
 - 1². Boundaries.
 - 2². Latitude.
 - 1³. Northern Limit.
 - 2³. Southern Limit.
 - 3². Longitude.

- 1³. Eastern Limit.
 - 2³. Western Limit.
 - 2¹. Extent.
 - 1². Length.
 - 2². Breadth.
 - 3². Area.
 - 3¹. Surface.
 - 1². Elevation.
 - 2². Mountain Systems.
 - 3². Plateaus.
 - 4¹. Principal Rivers and Lakes.
 - 5¹. Coast Line.
 - 1². Indentations.
 - 2². Projections.
 - 6¹. Climate.
 - 7¹. Resources.
 - 8¹. Political Divisions.
 - 9¹. Chief Cities.
 - 10¹. Population.
-

OUTLINE XVIII.

GENERAL TOPIC LIST FOR ANY COUNTRY OF ASIA.

- 1. Position.
- 2. Size.—Compare with States of U. S.
- 3. General Surface.
- 4. Rivers and Lakes.
- 5. Climate.
- 6. Productions.
 - 1. Animal.
 - 2. Vegetable.

3. Mineral.
7. Occupations.
8. Capital and Largest City.
9. Government, Education and Religion.
10. Races.
11. Languages.
12. Curiosities.
13. Miscellaneous.

Africa, Australia and South America may be studied by any of the outlines which the teacher may choose.

OUTLINE XIX.

LAKES.

1. Definition.
2. Origin.
3. Classes.
 1. As to Character of Water.
 2. As to Outlets and Inlets.
4. Elevation and Depth.
5. Uses.
6. Principal Lakes of the World.
 1. As to Commercial Importance.
 2. As to Elevation.
 3. As to Depth.
 4. As to Beauty of Scenery.
 5. As to Any other Peculiarity.
 6. Of Each Grand Division.

OUTLINE XX.

RIVERS.

- 1¹. Definition.
- 2¹. Origin.
- 3¹. Classes.
 - 1². Main Streams.
 - 2². Tributaries. } River System.
- 4¹. Divisions.
 - 1². Source.
 - 2². Channel.
 - 1³. Upper Course.
 - 2³. Middle Course.
 - 3³. Lower Course.
 - 3². Mouth.
 - 1³. Modifications.
 - 1⁴. Estuary.
 - 2⁴. Delta.
- 5¹. Basin.
- 6¹. Rapids and Waterfalls.
- 7¹. Inundations.
- 8¹. Quantity of Water Discharged.
- 9¹. Erosive and Transporting Power.
- 10¹. Principal River Systems of the World.
- 11¹. Uses.

Some of the above points are capable of further division.

See Houston's New Physical Geography; Maury's Physical Geography; or any other recent Physical Geography.

OUTLINE XXI.

MOUNTAINS.

1. Definition.
2. Origin.
3. Principal Mountain Systems of the World.
 1. As to Height of Single Peaks.
 2. As to Length of Ranges.
 3. As to Beautiful Scenery.
 4. In each Grand Division.

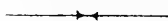
The pupil should be able to define and discuss the terms: orology, axis, mountain knot, trend, flexure, fracture, pass, crest, valley and hill.

OUTLINE XXII.

VOLCANOES.

1. Definition.
2. Origin.
3. Classes.
 1. Active.
 2. Extinct.
4. Distribution and Numbers.
5. Eruptions.
 1. Explosive.
 2. Quiet.
 3. Material Ejected.
6. Volcanic Phenomena.
 1. Fields of Fire.
 2. Solfataras.
 3. Mud Volcanoes.

4. Submarine Volcanoes.
 5. Geysers and Hot Springs.
 7. Principal Volcanoes of the World.
- See any recent Physical Geography; also Geology.



OUTLINE XXIII.

ISLANDS.

- 1¹. Definition.
- 2¹. Origin.
- 3¹. Classes.
 - 1². Continental.
 - 1³. Position.
 - 2³. Size.
 - 2². Oceanic.
 - 1³. Classes.
 - 1⁴. High=Volcanic.
 - 2⁴. Low=Coral.
 - 2³. Position.
 - 3³. Structure.
 - 4³. Size.
- 4¹. Distribution.
- 5¹. Principal Islands of the World.
 - 1². As to Size.
 - 2². As to Importance.
 - 3². As to Elevation Above Sea.
 - 4². As to any other Peculiarity.

The class may discuss the terms, archipelago, atoll, barrier reef, fringing reef, lagoon, polyp, &c.

OUTLINE XXIV.

VEGETABLE LIFE.

- 1¹. Conditions Requisite.
- 2¹. Distribution.
 - 1². According to Climate.
 - 1³. Horizontal.
 - 2³. Vertical.
 - 2². According to Physiognomy.
 - Forms of Ferns, Palms, Myrtles, Grasses, Lilies, &c.
- 3¹. Kinds of Plants.
 - 1². According to Use.
 - 1³. Food Plants.
 - 2³. Plants which furnish clothing and shelter.
 - 3³. Plants which furnish medicines.
 - 4³. Plants which furnish dyes, oils, gums, resins, condiments, narcotics, &c.
 - 2². According to Botanical Character.

See any recent Physical Geography; also Geology.

OUTLINE XXV.

ANIMAL LIFE.

- 1¹. Conditions Requisite.
- 2¹. Distribution.
 - 1². According to Climate.
 - 1. Horizontal.
 - 2. Vertical.
 - 2². According to Zoological Character.

- 3¹. Wild Animals.
 - 1². Principal Characteristic Animals of each Grand Division.
 - 1. Furnishing Food.
 - 2. Furnishing Clothing, Shelter, &c.
 - 2². Principal Animals of each Climatic Zone.
- 4¹. Domestic Animals.
 - 1². Furnishing Food.
 - 2². Furnishing Clothing and Shelter.

OUTLINE XXVI.

THE MINERAL KINGDOM.

- 1¹. Metals.
 - 1². Precious.
 - 1³. Gold.
 - 2³. Silver.
 - 3³. Platinum.
 - 2². Ordinary.
 - 1³. Iron.
 - 2³. Copper.
 - 3³. Lead.
 - 4³. Zinc.
 - 5³. Tin.
 - 6³. Nickel.
- 2¹. Building Material.
 - 1². Sandstone.
 - 2². Marble.
 - 3². Granite.
 - 4². Slate.

- 5². Limestone.
- 6². Sand.
- 7². Clay.
- 8². Gravel.
- 3¹. Miscellaneous Minerals.
 - 1². Coal.
 - 2². Petroleum.
 - 3². Plumbago.
 - 4². Salt.
 - 5². Mineral Paints.

The above minerals may be discussed separately in the following order:

- 1. Where found. Mention States or Countries where most abundant.
- 2. Properties.
- 3. Uses.

OUTLINE XXVII.

THE SEA.

- 1¹. Divisions.
 - 1². Oceans.
 - 1³. Size.
 - 2³. Basins.
 - 3³. Depth.
- 2¹. Movements.
 - 1². Waves.
 - 1³. Causes.
 - 2³. Extent.
 - 2². Tides.

- 1³. Causes.
- 2³. Recurrence.
- 3³. Direction.
- 3². Currents.
 - 1³. Causes.
 - 2³. Kinds.
 - 1⁴. Equatorial.
 - 2⁴. Polar.
 - 3⁴. Return.
 - 3³. Influence on Climate.

Read Coleridge's "Ancient Mariner;" Byron's "Apostrophe to the Ocean."



OUTLINE XXVIII.

THE ATMOSPHERE.

- 1¹. Properties and Composition.
- 2¹. Movements.
 - 1². Constant Winds=Trade Winds.
 - 1³. Causes.
 - 2³. Directions.
 - 2². Periodical Winds.
 - 1³. Monsoons.
 - 2³. Land and Sea Breezes.
 - 3³. Local Land Winds.
 - 1⁴. Sirocco.
 - 2⁴. Khamsin.

- 3⁴. Simoom.
- 4⁴. Etesian Winds.
- 5⁴. Northers of Texas, &c.
- 3². Variable Winds.
- 4². Storms.
 - 1³. Hurricanes.
 - 2³. Cyclones.
 - 3³. Tornadoes.
 - 4³. Water Spouts.
- 3¹. Humidity.
 - 1². Causes.
 - 2². Condensation.
 - 1³. Clouds.
 - 2³. Rain.
 - 3³. Snow.
 - 4³. Hail.
 - 5³. Fog.
 - 6³. Dew.
 - 7³. Frost.
- 4¹. Calms.

See any recent Physical Geography; also Natural Philosophy.

There are many other points which might be discussed with profit in a Geography class. The teacher will find the preceding outlines suggestive of work in this line. If time and the condition of his class admit he may outline other subjects in a manner similar to the foregoing, and have his class discuss them.

GENERAL REFERENCES.

- Frye's Complete Geography.
Natural Advanced Geography.
Barnes's Complete Geography.
Warren's Physical Geography.
Maury's Manual of Geography.
Davis' Physical Geography.
Tarr's Elementary Physical Geography.
Houston's New Physical Geography.
Maury's Physical Geography.
Longman's School Geography.
Ritter's Comparative Geography.
Guyot's Earth and Man.
Reclus' The Earth.
Dana's New Text-Book of Geology.
Le Conte's Elements of Geology.
Winchell's Walks and Talks in Geological Fields.
Gray's How Plants Grow.
Hartwig's Polar and Tropical Worlds.
Waldo's Elements of Meteorology.
Dana's Manual of Mineralogy and Petrography.
Humboldt's Cosmos.

LESSONS OUTLINED

IN

UNITED STATES HISTORY, GEOGRAPHY, ARITHMETIC,
ENGLISH GRAMMAR AND PHYSIOLOGY.

OUTLINES IN ARITHMETIC.

HINTS TO THE TEACHER.

1. Mental and written arithmetic should be taught together. Both oral and written exercises should form a part of each recitation.

2. I would impress on the teacher the importance of furnishing plenty of examples for the pupils to solve. The ordinary text-books do not contain enough. The teacher should write examples on the board, either of his own composition or such as he may select from other text-books. There have recently been published two works, "Baird's Graded Work," and "Prince's by Grades," which we can recommend to the teacher, as furnishing several thousand examples embracing all the subjects usually treated in Arithmetic.

3. Always go over the points of the next outline as a preliminary drill. Many of the outlines require more than one lesson. The teacher must use his own judgment in regard to this as well as to any parts which may be omitted or as to additional matter which he may wish

to insert. The teacher should always adapt himself to the circumstances of the case and not blindly follow text-books.

4. The general order of the outlines though not precisely logical, was aimed to be natural, taking easiest parts first, proceeding from the simple to the complex.

5. A few model solutions are given at the close, as suggestions to the teacher.

ARITHMETIC.

OUTLINE I.

1. Drills in adding orally, small numbers, using objects if necessary.
2. Drills in adding columns of single digits on slate and blackboard.
3. Place figures in horizontal rows using the signs, $+$ and $=$.
4. First principles of notation and numeration.
 1. Show that the value of a figure depends upon the place it occupies.
 2. Teach the use of the cipher.
 3. Drill in reading and writing numbers up to thousands.

OUTLINE II.

1. Further drills in addition with examples of two or more columns, explaining the process of carrying.
2. Further drills in notation and numeration, teaching the places and periods up to millions.
3. Subtraction.
 1. By use of objects.
 2. Orally using small numbers.
 3. On slate and black-board using only numbers where each digit of the minuend is larger than the corresponding digit of the subtrahend.
4. Use of sign —.

➔

OUTLINE III.

1. Drills in reading and writing numbers.
2. Subtraction with the process of borrowing.
3. Exercises in addition.
4. Subtraction proven by addition.
5. Examples combining addition and subtraction.
6. Roman system of notation, explained and illustrated.
7. Define *unit, number, notation, numeration, addition, subtraction, minuend, subtrahend, remainder.*

➔

OUTLINE IV.

MULTIPLICATION.

1. By use of objects or marks on blackboard show

that multiplication is a short method of making many additions of the same number.

2. Oral drill in multiplying small numbers.
3. Slate and blackboard work using sign \times and by placing numbers under each other.
4. Examples where the multiplier is a single digit and the process of carrying taught.
5. Oral and written drills until the multiplication table is learned.

OUTLINE V.

1. Examples where the multiplier contains more than one digit.
2. Oral drill with examples involving addition, subtraction and multiplication.
3. Written exercises with examples involving addition, subtraction and multiplication.
4. Further exercises in notation and numeration.

OUTLINE VI.

DIVISION.

1. Illustrate by objects.
2. Oral drill with small numbers.
3. Written exercises with examples where the divisor is a single digit and is contained an even number of times in each digit of the dividend.
4. Examples in short division, teaching the process of carrying, the divisor not to exceed 9.

5. Show that division is a process of making many subtractions of the same number.

6. Examples, using the sign \div .

OUTLINE VII.

1. Examples in long division.

2. Division proven by multiplication.

3. Multiplication proven by division.

4. Define *multiplier*, *multiplicand*, *product*, *divisor*, *dividend*, *quotient*.

5. Miscellaneous examples in the fundamental rules.

See that pupils thoroughly understand the processes of addition, subtraction, multiplication and division and can readily write and read any number, before proceeding further.

OUTLINE VIII.

U. S. MONEY.

1. Give examples in writing and reading numbers involving dollars, cents and mills. The table of U. S. money will be learned in a few minutes drill.

2. Explain use of separatrix and show that reduction from a higher to a lower or *vice versa* can be accomplished merely by change of the separatrix.

3. Coins of U. S.

1. Denominations.

2. Composition.

3. Weights.

4. Paper Money.
 1. Real Nature.
 2. Uses.
 3. Denominations.

See Robinson's New Practical Arith.; Ray's New Practical Arith.; or any other Common School Arithmetic recently published.

OUTLINE IX.

1. Examples in addition, subtraction, multiplication and division of U. S. Money.
2. Impress the importance of the separatrix. Show that the denominations increase or decrease in a tenfold ratio as in simple numbers.
3. Explain the use of the mill.

Beginning classes may spend four or five days working examples in U. S. Money. The exercise will be a good drill to secure fluency in the fundamental processes.

OUTLINE X.

MERCHANT'S BILLS.

1. Explain meaning and use.
2. Require pupils to copy on slate and blackboard all the examples given under this head in the books, paying particular attention to neatness and accuracy in use of capitals, spelling and punctuation.

3. Let the teacher write Bills on the board, giving the names of merchants and farmers or business men in the neighborhood.

5. Require advanced pupils to write out Bills.

The above exercises are very practical and profitable, and too much importance can not be attached to them.

OUTLINE XI.

DRY MEASURE.

1. Use.
2. Denominations.
3. Standard Unit.
4. Weight of a bushel of different articles.
5. Reduction. Require an analysis of examples.

Do not require pupils to commit tables to memory, but let them be learned by use.

OUTLINE XII.

LIQUID MEASURE.

1. Use.
2. Denominations.
3. Standard Unit.
4. Examples in Reduction.

In the same manner outline and study, Avoirdupois Weight, Troy Weight and Apothecaries Weight. The other tables are omitted until fractions are studied.

OUTLINE XIII.

COMPOUND NUMBERS.

Addition.

Subtraction.

Multiplication.

Division.

- Make as many lessons as are necessary to secure readiness and a thorough understanding of the principles involved. Pay particular attention to neatness and arrangement of work, the proper use of abbreviations, proper spelling and punctuation.

OUTLINE XIV.

Definitions of

1. Unit.
2. Integer.
3. Divisor.
4. Factor.
5. Prime Number.
6. Composite Number.
7. Even Number.
8. Odd Number.
9. Multiple.

Do not require the definitions of these terms to be committed to memory but let the pupil write the definitions on the slate and illustrate each by examples. The teacher should give a preliminary drill, going over the definitions with the class and illustrating each on the board.

OUTLINE XV.

FACTORING.

1. Definition.
2. Prime Factors defined.
3. Principles and Process.
4. Examples.

Cancellation.

By numerous examples and by class drill, pupils will become familiar with the meaning of the terms used in this and the preceding outline.

OUTLINE XVI.

GREATEST COMMON DIVISOR.

1. Definition.
 2. Illustration.
 3. Principles.
 4. Methods.
 1. By Factors.
 2. By Continual Division.
 5. Examples.
-

OUTLINE XVII.

LEAST COMMON MULTIPLE.

1. Definition.
2. Illustration.
3. Principles.

4. Methods.
5. Examples.



OUTLINE XVIII.

GENERAL REVIEW.

1. Select Examples in
 1. Combinations of the fundamental rules.
 2. Compound Numbers.
 3. Cancellation.
2. Questions on tables and definitions.
3. Assign topics to individual pupils for report.



OUTLINE XIX.

FRACTIONS.

- 1¹. Definition and Illustration.
- 2¹. Classes.
 - 1². Common.
 - 1³. Definition.
 - 2³. How Expressed.
 - 1⁴. Orally.
 - 2⁴. Written.
 - 3³. Terms.
 - 1⁴. Numerator=Dividend.
 - 2⁴. Denominator=Divisor.
 - 4³. Kinds.
 - 1⁴. Proper.
 - 2⁴. Improper.

- 3⁴. Simple.
- 4⁴. Complex.
- 5⁴. Compound.
- 6⁴. Mixed.

2². Decimal. (See Outline xxiv).

Observe directions given under Outline xiv.

OUTLINE XX.

REDUCTION OF FRACTIONS.

1¹. Definition.

2¹. Cases.

1². Case I. To higher or lower terms.

1³. Process.

2³. Rule.

3³. Principle.

2². Case II. Mixed numbers or integers to improper fractions.

1³. Process.

2³. Rule.

3³. Analysis.

3². Case III. Improper fractions to integers or mixed numbers.

1³. Process.

2³. Rule.

3³. Analysis.

4². Case IV. Dissimilar fractions to similar fractions.

1³. Having a common denominator.

- 2³. Having the least common denominator.
- 3³. Processes.
- 4³. Rules.
- 5³. Principles.

See any Common School Arithmetic recently published.

OUTLINE XXI.

- I. Addition of Fractions.
 - 1. Definition.
 - 2. Principles.
 - 3. Process.
 - 4. Rule.
- 2. Subtraction of Fractions.
 - 1. Definition.
 - 2. Principles.
 - 3. Process.
 - 4. Rule.
- 3. Problems combining Addition and Subtraction.

OUTLINE XXII.

- I. Multiplication of Fractions.
 - 1. Case I.
 - One Factor a Fraction.
 - 2. Case II.
 - 1. Both Factors Fractions.
 - 2. Compound Fractions Reduced to Simple ones.

3. Processes.
4. Rules.
5. Analysis.
2. Division of Fractions.
 1. Case I.
The Divisor an Integer.
 2. Case II.
The Divisor a Fraction.
 1. First Method.
Inverting the Divisor.
 2. Second Method.
Reducing to Similar Fractions.
3. Processes.
4. Rules.
5. Analysis.

See any Common School Arithmetic recently published.

OUTLINE XXIII.

MEASURES.

- 1¹. Of Extension.
 - 1². Lines and Arcs.
 - 1³ Linear Measure.
 - 2³. Circular Measure.
 - 2². Surfaces.
 - 1³. Square Measure.
 - 3². Capacity.
 - 1³. Cubic Measure.
 - 2³. Wood Measure.
 - 3³. Dry Measure.
 - 4³. Liquid Measure.
- } See outlines xi and
xii.

2¹. Of Duration.

1². Time Measure.

Study as in Outlines xi and xii. Examples involving fractions may be given. See that pupils have clear ideas in regard to measures. If possible, have objects to illustrate each unit of measure. Require pupils to take dimensions of school-house, play grounds, objects in the school-room, &c., and give many practical examples in reduction, addition, subtraction, multiplication and division of Compound Numbers.

OUTLINE XXIV.

DECIMAL FRACTIONS.

1. Definition.
2. Notation and Numeration.
 1. Show the relation between Integers and Decimals.
 2. Terms employed.
 1. Decimal Point.
 2. Decimal Unit.
 3. Decimal Scale.
 4. Pure Decimal.
 5. Mixed Decimal.
 6. Complex Decimal.
 3. Impress the importance of the Decimal Point.
 4. Examples in reading and writing Decimals.
3. Addition, Subtraction, Multiplication and Division of Decimals.
4. Decimal Compound Numbers.

5. Compare U. S. Money with Decimals.
Impress the importance of the Decimal Point.

See Robinson's New Practical Arith.; Ray's New Practical Arith.;
or any other Common School Arithmetic recently published.

OUTLINE XXV.

PERCENTAGE.

1. Definition.
2. Terms employed.
 1. Percentage.
 2. Base.
 3. Rate.
 4. Amount.
 5. Difference.
3. Symbols.
4. Cases.
 1. Quantities given.
 2. Quantities required.
 3. Formula.
5. General Rule.
6. Applications. (See Outlines following).

Pupils need thorough drill in Percentage. See that they have clear ideas of *per cent.* and other terms employed.

See any Common School Arithmetic recently published; also Outline of Percentage in Normal Question Book.

OUTLINE XXVI.

INTEREST.

1. Definition.
2. Terms employed.
3. Process of finding Interest for one year.
4. " " " " any time.

1. Methods.

1. By Aliquot Parts.
2. Six per cent. Method.
3. Other Methods.

5. Promissory Notes. (See Outline xxxiv).

Pupils may be exercised in writing promissory notes and calculating the interest on them. The different kinds of notes will be studied further along.

OUTLINE XXVII.

PROFIT AND LOSS.

1. Definitions.
2. Terms employed.
3. Processes=Processes in Percentage.
 1. $\text{Cost}=\text{Base}$.
 2. $\text{Rate per cent.}=\text{Rate}$.
 3. $\text{Gain or Loss}=\text{Percentage}$.
 4. $\text{Selling Price when above cost}=\text{Amount}$.
 5. $\text{Selling Price when below cost}=\text{Difference}$.

OUTLINE XXVIII.

COMMISSION.

1. Terms employed.

1. Commission.
2. Agent or Commission Merchant.
3. Consignment.
4. Consignor.
5. Consignee.
6. Net Proceeds.
2. Processes=Processes in Percentage.
 1. Sales or Sum Invested=Base.
 2. Rate per cent.=Rate.
 3. Commission=Percentage.
 4. Purchase Price and Commission=Amount.
 5. Net Proceeds=Difference.

OUTLINE XXIX.

TAXES.

1. General Taxes.
 1. Terms employed.
 1. Real Estate.
 2. Personal Property.
 3. Tax.
 1. Property.
 2. Poll.
 4. Assessor.
 5. Assessor's Roll.
 6. Assessor's Table.
 2. Duties or Customs.
 1. Terms employed.
 1. Specific Duty.
 2. Ad Valorem Duty.

3. Tare.
 4. Leakage and Breakage.
 5. Draft.
 6. Gross Weight and Net Weight.
3. Internal Revenue.
 4. Process=Processes in Percentage.
 1. Valuation=Base.
 2. Rate=Rate.
 3. Tax=Percentage.

OUTLINE XXX.

CAPITAL AND STOCK.

1. Terms employed.
 1. Capital.
 2. Capital Stock.
 3. Company.
 4. Corporation.
 5. Charter.
 6. Par, Discount and Premium.
 7. Shares.
 8. Certificate of Stock.
 9. Dividend.
 10. Installment.
 12. Bonds.
 13. Assessment.
 14. Coupon.
2. Processes=Processes in Percentage.
 1. Par Value=Base.
 2. Rate of Premium or Discount=Rate.

3. Premium or Discount=Percentage.
 4. Market Value=Amt. or Difference.
-

OUTLINE XXXI.

INSURANCE.

- I. Kinds.
 1. Fire.
 2. Marine.
 3. Health and Accident.
 4. Life.
 2. Terms employed.
 1. Valuation.
 2. Premium.
 3. Policy.
 4. Insurance Company.
 3. Processes=Processes in Percentage.
 1. Valuation=Base.
 2. Premium=Percentage.
 3. Rate of Premium=Rate.
-

OUTLINE XXXII.

PROBLEMS IN INTEREST.

- I. Processes=Processes in Percentage.
 1. Principal=Base.
 2. Rate per cent. per annum \times time in years=
Rate.
 3. Interest=Percentage.

OUTLINE XXXIII.

DISCOUNT.

1. With regard to Time.

True Discount.

1. Terms employed.

1. Discount.

2. Face.

3. Present Worth or Proceeds.

2. Processes=Processes in Percentage.

1. Present Worth=Base.

2. Rate per cent. per annum \times time in years=Ratio.

3. Discount=Percentage.

2. Without regard to Time.

Commercial Discount.

1. Invoice price or face=Base.

2. Rate per cent. off=Rate.

3. Commercial Discount=Percentage.

OUTLINE XXXIV.

BANKING.

1. Promissory Notes.

1. Forms.

2. Kinds.

3. Terms Employed.

1. Maker or Drawer.

2. Indorser.

3. Holder.

4. Payee.
5. Days of Grace.
6. Maturity.
7. Protest.
8. Face.
9. Proceeds.
2. Banks.
 1. Kinds.
 2. Uses.
3. Bank Discount.
 1. Processes=Processes in Percentage.
 1. Face=Base or Principal.
 2. Interest on face of note for given time at given rate is the bank discount and=Percentage.
 3. Proceeds=Difference.
 4. Time in years \times rate per annum=Rate.

Partial Payments, Compound and Annual Interest may be brought in anywhere after Percentage, at the option of the teacher. Average or Equation of Payments, and Exchange are not of general practical importance and may be omitted entirely in many schools. French's Common School Arithmetic is here recommended as especially valuable as a text-book in all operations in Percentage.

OUTLINE XXXV.

RATIO.

1. Definition and Illustration.
2. Terms.

1. Antecedent. } Couplet.
 2. Consequent. }
 3. Sign.
 4. How expressed.
 5. Principles.
-

OUTLINE XXXVI

PROPORTION.

1. Definition.
2. Kinds.
 1. Simple. { Direct.
 - } Inverse.
 2. Compound.
3. Terms employed.
 1. Extremes.
 2. Means.
4. Sign.
5. Principle.

See any Common School Arithmetic recently published.

OUTLINE XXXVII.

PARTNERSHIP.

- I. Terms employed.
 1. Partnership, or Company.
 2. Firm or House.
 3. Partner.
 4. Profits.

5. Assessments.
 6. Capital.
 2. Kinds.
 - Simple.
 - Compound.
 3. Principle.
-

OUTLINE XXXIX.

1. Involution.
2. Evolution.
 1. Terms employed.
 1. Root.
 2. Radical.
 3. Perfect Power.
 4. Imperfect Power.
 2. Square Root.
 1. Rule and Demonstration.
 2. Applications.
 1. Finding sides of right-angled triangle.
 2. Similar Figures.
3. Cube Root and Applications.

Longitude and Time being very difficult for pupils to understand has been deferred until this period. It should now be taught, the points being made clear by the use of globe and diagrams on blackboard. The subjects of Mensuration, Geometrical and Arithmetical Progression may next be introduced if thought advisa-

ble. The Metric System and some of the elementary principles of Bookkeeping may also follow.

As a work of general reference, see Brook's *Philosophy of Arithmetic*.

LESSONS OUTLINED

IN

UNITED STATES HISTORY, GEOGRAPHY, ARITHMETIC,
ENGLISH GRAMMAR AND PHYSIOLOGY.

OUTLINES IN GRAMMAR.

HINTS TO THE TEACHER.

1. The importance of written exercises in studying Grammar can not be overestimated. Slates, blackboard and paper with pen and ink may all be used to advantage in a Grammar class. The advantages of written lessons may be enumerated as follows: 1. The pupils will be more likely to prepare all the work assigned. 2. They will take greater pains with their work. 3. They will have more employment. 4. They will cultivate accuracy of thought and definiteness of expression. 5. They will improve rapidly in reading, penmanship, spelling, punctuation, use of capitals and acquire general business habits. 6. They will be better prepared for composition writing.

2. Slates may be used mainly for beginning classes, but an occasional lesson may be assigned to be written on paper with pen and ink. With advanced classes the latter plan should be pursued altogether. Pupils will do well to provide themselves with blank books like "*Normal Teacher*" *Blank Parsing Book*. This little book is arranged with special reference to the

wants of a Grammar class, having been prepared by a practical and successful teacher of Grammar. Its cost is but a trifle more than so much blank paper.

3. Written exercises of some kind should be assigned at every lesson. The teacher must use his own judgment in regard to assigning written work. It will consist of exercises in analysis, parsing, sentence making, essays, &c.

4. It was not thought necessary to outline all the subjects usually treated in text-books on Grammar. If the teacher wishes to teach other subjects it is hoped outlines here presented will prove suggestive of further work in that line.

5. The pupils should be required to combine the outlines as suggested in another part of this work.

6. Some system of diagramming should be used and a regular form for parsing and analysis adopted. (See Appendix).

GRAMMAR.

OUTLINE I.

THE SENTENCE.

I. Development.

1. By associating words which have no connection and noting result.
2. By associating words which have a connection and noting result.

2. Definition.

3. Exercises in making sentences.
4. Principal Parts.
 1. Subject.
 2. Predicate. } Illustrate and Define.
5. Analysis by stating subject and predicate and giving reasons why.
6. Exercise in writing a number of predicates to a given subject and *vice versa*.

See any English Grammar recently published.

OUTLINE II.

THE NOUN.

1. Definition.
2. Classes.
 1. Proper.
 2. Common.
 1. Class.
 2. Abstract.
 3. Collective.
 4. Verbal.
3. Properties.
 1. Person.
 2. Number.
 3. Gender.
 4. Case.

In this and the following general outlines of the parts of speech, the lesson should consist in finding the definitions of the terms given, with examples under each; also, with exercises in pointing out the parts of speech

from any piece of composition, and in written exercises in making sentences and analyzing them according to Outline I. The pupil should not be expected to give definitions from memory until he has made further advances.

OUTLINE III.

THE PRONOUN.

1. Definition.
2. Classes.
 1. Personal.
 2. Relative.
 3. Interrogative.
3. Properties.
 1. Person.
 2. Number.
 3. Gender.
 4. Case.

See any English Grammar recently published.

OUTLINE IV.

THE ADJECTIVE.

1. Definition.
2. Classes.
 1. Descriptive.
 1. Common.
 2. Proper.

3. Participial.
2. Definitive.
 1. Articles.
 1. Definite.
 2. Indefinite.
 2. Pronominal.
 1. Demonstratives.
 2. Distributives.
 3. Indefinites.
 3. Numeral.
 1. Cardinal.
 2. Ordinal.
 3. Multiplicative.
3. Modifications.
 1. Number.
 2. Comparison.

See any English Grammar recently published.

OUTLINE V.

THE VERB.

1. Definition.
2. Classes.
 1. As to Form.
 1. Regular.
 2. Irregular.
 3. Defective.
 4. Redundant.
 2. As to Use.
 1. Transitive.
 2. Intransitive.

3. Modifications.
 1. Style.
 2. Voice.
 3. Mode.
 4. Tense.
 5. Person.
 6. Number.

See any English Grammar recently published.

OUTLINE VI.

THE ADVERB.

1. Definition.
2. Classes.
 1. Time.
 2. Place.
 3. Cause.
 4. Manner.
 5. Degree.
3. Comparison.

OUTLINE VII.

1.

{	The Preposition. The Conjunction. The Interjection.	}
---	---	---

 Definition and Peculiarities
of each.
2. Drill in use of Capitals and Punctuation.

OUTLINE VIII.

CLASSES OF NOUNS.

1. Proper Nouns.
 1. Must begin with capital letters.
 2. Two or more words taken together as one.
 3. Meaning not considered.
 4. May become common when assume a meaning.
2. Common Nouns.
 1. Classes.

<ol style="list-style-type: none"> 1. Class. 2. Abstract. 3. Collective. 4. Verbal. 	}	Define each.
---	---	--------------
 2. May become proper.
 3. Do not usually begin with a capital letter.
 4. Admit of definition.

Let the pupil be required in this and the following outlines to give definitions of all terms which are repeated from former outlines. See note under Outline ii.

See any English Grammar recently published.

OUTLINE IX.

PERSON OF NOUNS.

1. First.
 1. Belongs to persons only, or things personified.
 2. Constructions.
 1. Apposition with pronoun of first person.

2. Nom. absolute by inscription.
2. Second.
 1. Belongs to persons only or things personified.
 2. Constructions.
 1. In apposition with pronoun of the second person.
 2. Nom. absolute by direct address.
3. Third.
 1. Belongs to persons or things.
 2. Constructions.

In all constructions except:

 1. Nom. absolute by direct address.
 2. By apposition with first personal pronoun.
 3. By inscription.

The subordinate points may be omitted until the pupil has studied case.

OUTLINE X.

NUMBER OF NOUNS.

- 1¹. Singular.
 - 1². Some nouns only in singular.
 - 2². Proper nouns, usually, only in singular.
- 2¹. Plural.
 - 1². How formed.
 - 1³. Regularly.
 - 1⁴. When *s* only added.
 - 2⁴. “ *es* added.
 - 3⁴. “ *y* changed to *ies*.
 - 4⁴. “ *f* or *fe* changed to *ves*.

- 5⁴. Compound words.
- 6⁴. Compound terms.
- 1³. Irregularly.
- 3³. Plural of foreign words.
- 4³. Plural of letters, signs, &c.
- 2². Some nouns in plural only.
- 3². Some nouns with two plurals having different meanings.

See any English Grammar recently published.

OUTLINE XI.

GENDER OF NOUNS.

- 1. Masculine. } Words corresponding in each.
- 2. Feminine. }
- 3. Common.
- 4. Neuter.
 - 1. Collective nouns when objects are taken as a unit.
 - 2. Inferior animals and children.
 - 3. Become masc. or fem. by personification.
- 5. Modes of distinguishing sex.
 - 1. By different words.
 - 2. By different terminations.
 - 3. By prefixes and suffixes.

OUTLINE XII.

CASE OF NOUNS.

- 1. Nominative.
 - 1. Dependent.

1. Subject of finite verb.
 2. In the predicate.
 3. In apposition with noun or pronoun.
 4. In apposition with a sentence.
2. Absolute.
 1. By direct address.
 2. By exclamation.
 3. By inscription.
 4. By pleonasm.
 5. With a participle.
2. Possessive.
 1. Constructions.
 1. Limiting a noun of different signification
 2. Limiting a noun of same signification.
 2. How formed.
 1. In singular.
 2. In plural.
3. Objective.
 1. Constructions.
 1. Regular.
 1. Object of transitive verb.
 2. Object of preposition.
 3. Subject of an infinitive.
 4. In the predicate.
 5. In apposition.
 2. By enallage.
 2. Remarks.

OUTLINE XIII.

THE PRONOUN.

1. Antecedent.
2. Classes.
 1. Personal.
 1. Simple.
 2. Compound.
 2. Relative.
 1. Simple.
How used.
 2. Compound.
How formed.
 3. Double.
Characteristics.
 3. Possessive.
 4. Interrogative.
Subsequent.
3. Properties.
4. Declension.

See any English Grammar recently published.

OUTLINE XIV.

CLASSES OF VERBS.

1. With respect to form.
 1. Regular.
 2. Irregular.
 3. Defective.
 4. Redundant.

2. With respect to use.
 1. Transitive.
 1. Sometimes used without an object.
 2. Object generally placed after it.
 2. Intransitive.
 1. May govern an object of kindred meaning.
 2. *To be*, the only pure copula.
-

OUTLINE XV.

PROPERTIES OF VERBS.

1. Style.
 1. Ordinary.
 2. Solemn.
 3. Emphatic.
 4. Progressive.
2. Voice.
 1. Active.
 2. Passive.
3. Mode.
 1. Finite.
 1. Indicative.
 2. Potential. (Signs).
 3. Subjunctive. (Signs).
 4. Imperative.
 2. Infinite.
 1. Infinitive.
 2. Participial.
4. Tense.

1. Simple.
 1. Past.
 2. Present.
 3. Future.
 2. Perfect.
 1. Present Perfect.
 2. Past Perfect.
 3. Future Perfect.
 5. Person and Number.
-

OUTLINE XVI.

1. Principal Parts of the verb.
2. Auxiliaries.
3. Conjugation.
4. Infinitives and Participles.

See any English Grammar recently published; also, Appendix to this volume.

I would advise teachers to make a special study of Infinitives and Participles, as being the most difficult and least understood of any part of technical Grammar.

OUTLINE XVII.

CLASSES OF SENTENCES.

1. As to Structure.
 1. Simple.
 2. Complete.
 3. Abridged.
 4. Complex.

5. Principal.
6. Subordinate.
7. Compound.
8. Partial Compound.
9. Leading.
10. Co-ordinate.
2. As to nature of the Proposition.
 1. Declarative.
 2. Imperative.
 3. Interrogative.
 4. Exclamatory.

See any English Grammar recently published.

OUTLINE XVIII.

ELEMENTS OF SENTENCES.

1. As to Relative Importance.
 1. Principal.
 1. Subject.
 2. Predicate.
 1. Attribute.
 2. Copula.
 2. Subordinate.
2. As to Structure.
 1. Simple.
 2. Complex.
 3. Compound.
3. As to Relation.
 1. Adjective.
 2. Adverbial.

3. Objective.
4. As to base.
 1. First Class=one whose base is a single word.
 2. Second Class=one whose base is a preposition and its object.
 3. Third Class=one whose base is a subordinate sentence.

OUTLINE XIX.

1. Connectives.
 1. Co-ordinate.
 2. Subordinate.
2. Analysis by Diagrams.
 1. Simple sentences, Elements of first and second classes.
 2. Complex sentences, Elements of the third class.
 3. Compound Sentences, Compound Elements.
 4. Partial Compound Sentences.
 5. Sentences containing Double Relatives, Expletives and Independent Forms.
 6. Sentences containing second and third class Objective Elements.
3. Verbal Analysis, in the same order.

OUTLINE XX.

FALSE SYNTAX.

Errors arising from:

1. Use of Words with wrong meaning.
2. Use of Improper Forms.
 1. *A* for *an* or *vice versa*.
 2. *The* for *a* or *vice versa*.
 3. *Them* for *those*, *this here* for *this*, &c.
 4. *How* before *that*.
 5. *Will* for *shall* and *would* for *should*.
 6. Adjectives for adverbs and *vice versa*.
 7. Different kinds of pronouns in the same construction.
 8. Indicative for the subjunctive.
 9. Tense forms not in harmony with other parts of the sentence.
 10. Using perfect participle to express past time.
3. Use of Unnecessary Words.
 1. Double comparatives and superlatives.
 2. Use of two negatives to express negation.
 3. Miscellaneous use of unnecessary words.
4. Omission of necessary words.
 1. Words necessary to complete the sense.
 2. Words necessary to denote emphatic distinction.
 3. Omitting the subjects of declarative sentences.
5. Improper Arrangement.
 1. Separating modifying words or phrases from the parts which they modify.
 2. Choice or arrangement of words subversive of clearness, precision and elegance.

Examples under each of the above heads may be written on the board or pointed out in the text-books and pupils be required to correct them.

See any English Grammar recently published.

OUTLINE XXI.

1. Elementary Sounds.
 1. How represented.
 2. Number.
 3. Classes.
 1. Vowels or Vocals.
 1. Single Vowels. $\left\{ \begin{array}{l} \text{Long.} \\ \text{Short.} \end{array} \right.$
 2. Diphthongs.
 3. Digraphs.
 4. Trigraphs.
 2. Consonants.
 1. Subvocals.
 2. Aspirates.
2. Letters.
 1. Use.
 2. Forms.
 3. Rules for Capital Letters.
 4. Rules for Italics and Small Capitals.
3. Syllables.
4. Words.
 1. Classes.
 1. As to number of Syllables.
 1. Monosyllables.

2. Dissyllables.
3. Trisyllables.
4. Polysyllables.
2. As to Derivation.
 1. Primitive.
 2. Derivative.
 1. Root.
 2. Affixes.

{	Prefixes.
{	Suffixes.
3. As to Composition.
 1. Simple.
 2. Compound.
4. As to Meaning and Use.



OUTLINE XXII.

PUNCTUATION.

1. Use.
2. Principal Marks.

<ol style="list-style-type: none"> 1. Comma. 2. Semicolon. 3. Colon. 4. Period. 5. Interrogation Point. 6. Exclamation Point. 7. Dash. 8. Curves. 9. Brackets. 	}	Principal rules for use of each.
---	---	----------------------------------
3. Other marks used in writing.

The matter of punctuation should, indeed, be observed in all written work, at least the principal marks used,

but the subject is presented here for more thorough connected study.

OUTLINE XXIII.

FIGURES

1. Of Orthography.
2. Of Etymology.
3. Of Syntax.
4. Of Rhetoric.

Let the pupils fill out the outline.

See any English Grammar recently published.

OUTLINE XXIV.

VERSIFICATION.

1. Verses.
 1. Poetical line or Verse.
 2. Couplet.
 3. Triplet.
 4. Stanza.
 5. Rhyme.
 6. Blank Verse.
2. Feet.
 1. Accent.
 2. Kinds.
3. Poetic Pauses.
4. Poetic License.

Let the above points be illustrated by examples from the School Readers.

GENERAL REFERENCES.

Goold Brown's Grammar of English Grammar.
Reed and Kellogg's Higher Lessons in English.
Whitney-Lockwood's English Grammar.
Maxwell's Advanced English Grammar.
Hyde's Language Lessons.
Meiklejohn's English Language.
Swinton's New Word Analysis.
Webb's Manual of Etymology.
Irish's Grammar and Analysis.
Greene's Analysis of the English Language.
Raub's Hints and Helps in English Grammar.
Hinds & Noble's How to Punctuate Correctly.
Crabb's English Synonyms.
Hinds & Noble's Synonyms and Autonyms.
Supplee's Trench on the Study of Words.
Painter's Introduction to American Literature.

LESSONS OUTLINED

IN

UNITED STATES HISTORY, GEOGRAPHY, ARITHMETIC,
ENGLISH GRAMMAR AND PHYSIOLOGY.

OUTLINES IN PHYSIOLOGY.

HINTS TO THE TEACHER.

1. No subject is more susceptible of being successfully taught by the use of outlines, than Physiology. The divisions of the subject are easily classified and are made much easier of remembrance and comprehension when presented in a classified form.

2. The main points should be thoroughly learned and minor points allowed to gradually crystallize around them. The whole subject may be gone over in one term, getting thoroughly the leading facts and as much of the detail as possible. A subsequent course of instruction will then necessarily embrace more of the detail and tend more thoroughly to fix the leading points.

3. The first outline given embraces the main divisions of the whole subject. It should be taken as the basis of a complete outline which the pupils should be required to elaborate as they go along from day to day, and at close of term will present the subject both in general and detail.

4. Practical illustrations should be used whenever possible. The eye, larynx and internal organs of a hog, sheep or calf being nearly of the same size and structure as the human organs should be used to illustrate the anatomy of the human body. The animal part of bone can be shown by immersing in dilute sulphuric or hydrochloric acid and the mineral part by burning in the fire. The true teacher will find these hints sufficient.

PHYSIOLOGY.

OUTLINE I.

GENERAL VIEW.

Existence.

1¹. Mind.

2¹. Matter.

1². Inorganic.

2². Organic.

1³. Vegetable.

2³. Animal.

1⁴. Protozoans.

2⁴. Radiates.

3⁴. Mollusks.

4⁴. Articulates.

5⁴. Vertebrates.

1⁵. Mammalia.

1⁶. Bimana.

1⁷. Man.

1⁸. Natures.

[1⁹. Spiritual.

2⁹. Physical.

1¹⁰. Systems.

1¹¹. Osseous.

2¹¹. Muscular.

3¹¹. Digestive.

4¹¹. Circulatory.

5¹¹. Respiratory.

6¹¹. Secretory.

7¹¹. Nervous.

8¹¹. Special Sense.

OUTLINE II.

DIVISIONS OF THE OSSEOUS SYSTEM.

1¹. Head.

1². Location.

2². Divisions.

1³. Cranium.

2³. Face.

2¹. Trunk.

1². Location.

2². Divisions.

1³. Thorax.

2³. Spinal Column.

3³. Pelvis.

3¹. Extremities.

1². Upper.

2². Lower.

Let the pupil complete this outline by writing the names of the bones, arranging them under the general heads of single bones and bones in pairs and be able to describe the principal bones according to the following order: 1. Location. 2. Form. 3. Peculiarities. 4. Articulations.



OUTLINE III.

ARTICULATIONS.

- 1¹. Kinds.
 - 1². Synarthrosis or Immovable.
 - 1³. Sutura.
 - 1⁴. Sutura Vera.
 - 1⁵. Dentata.
 - 2⁵. Serrata.
 - 2⁴. Sutura Notha.
 - 1⁵. Squamosa.
 - 2⁵. Harmonia.
 - 2³. Schindylesis.
 - 3³. Gomphosis.
 - 2². Amphiarthrosis or Mixed.
 - 3². Diarthrosis or Movable.
 - 1³. Arthrodia or Gliding.
 - 2³. Enarthrosis or Ball and Socket.
 - 3³. Ginglymus or Hinge.
 - 4³. Diarthrosis rotatorius or Pivot.
- 2¹. Movements.
 - 1². Gliding.
 - 2². Angular.

3². Circumduction.

4². Rotation.

The teacher should define the terms not understood by the class and have pupils give examples under each head. The terms may all be found in Webster's International; Funk & Wagnall's; also Century Dictionary.

OUTLINE IV.

STRUCTURE OF BONES.

1. Mechanical.
 1. Compact Structure.
 2. Cancellated “
 3. Periosteum.
 4. Marrow.
 5. Vessels.
2. Microscopical.
 1. Haversian Canals.
 2. Canaliculi.
 3. Lacunæ.
3. Chemical.
 1. Organic Matter.
 1. Gelatine.
 2. Blood Vessels.
 2. Inorganic Matter.
 1. Phosphate of Lime.
 2. Carbonate “ “
 3. Fluoride of Calcium.
 4. Phosphate of Magnesia

5. Chloride of Sodium.
4. Change of matter in old age and in disease
5. Hygienic Inferences.

See any recent work on Physiology and Hygiene; also Gray's Anatomy.

OUTLINE V.

DIVISIONS OF THE MUSCULAR SYSTEM.

1. Head and Face.
Regions or Groups.
2. Trunk.

<ol style="list-style-type: none"> 1. Neck. 2. Back. 3. Thorax. 4. Abdomen. 	}	Divide into Regions or Groups.
---	---	--------------------------------
3. Extremities.

<ol style="list-style-type: none"> 1. Upper. 2. Lower. 	}	Divide as above.
--	---	------------------

The pupil should be able to describe the most important muscles in the following order:

1. Origin. 2. Insertion. 3. Relations. 4. Actions.

See any recent work on Physiology and Hygiene; also Gray's Anatomy.

OUTLINE VI.

STRUCTURE OF THE MUSCLES.

- I. Mechanical.
 - I. Divisions.

- I. Fascicles or Bundles.
 - I. Fasciculi or Little Bundles.
 - I. Ultimate Fibres.
2. Investments.
2. Microscopic.
 - I. Divisions.
 - I. Fibrils.
 - I. Fibrillæ.
 2. Investment.
3. Chemical.
 - I. Composition.
4. Organic or Voluntary.
5. Inorganic or Involuntary.
6. Hygienic Inferences.

See any recent work on Physiology and Hygiene; also Gray's Anatomy.

OUTLINE VII.

ORGANS OF DIGESTION.

- I. Alimentary Canal.
 - I. Mouth.
 2. Pharynx.
 3. Œsophagus.
 4. Stomach.
 5. Small Intestine.
 - I. Duodenum.
 2. Jejunum.
 3. Ileum.
 6. Large Intestine.

1. Cæcum.
2. Colon.
3. Rectum.
2. Accessory Organs.
 1. Teeth.
 2. Tongue.
 3. Glands.
 1. Salivary.
 1. Parotid.
 2. Submaxillary.
 3. Sublingual.
 2. Liver.
 3. Pancreas.
 4. Spleen.

OUTLINE VIII.

PROCESSES OF DIGESTION.

1. Fluids Used.
 1. Saliva.
 2. Gastric Juice.
 3. Bile.
 4. Pancreatic Fluid.
 5. Intestinal Fluid.
2. Actions.
 1. Mastication.
 2. Insalivation
 3. Deglutition.
 4. Chymification.
 5. Chylification.

3. Prepare for.
 1. Absorption.
 2. Assimilation.
4. Time Required.
5. Remarks.

See Steele's Hygienic Physiology; Blaisdell's Our Bodies; or any other recent Physiology and Hygiene.

OUTLINE IX.

HYGIENE OF DIGESTION.

1. Food.
 1. Why needed.
 2. Quantity.
 3. Kinds.
 1. Nitrogenous.
 2. Carbonaceous.
 3. Mineral.
2. Stimulants.
3. Exercise.
4. Temperature.
5. Drinks.
6. Periodicity of stomach's action.

There are many other points which might profitably be discussed under the above head.

See Steele's Hygienic Physiology; Blaisdell's Our Bodies; or any other recent Physiology and Hygiene.

OUTLINE X.

THE CIRCULATORY SYSTEM.

1¹. Organs.1². Heart.1³. Parts.1⁴. Pericardium.2⁴. Endocardium.3⁴. Auricles.4⁴. Ventricles.5⁴. Valves.2³. Structure.3³. Function.2². Arteries.1³. Divisions.1⁴. Aorta and its Principal Divisions.2³. Structure.1⁴. Coats.3³. Function.3². Veins.1³. Principal Divisions.2³. Structure.3³. Function.4². Capillaries.2¹. Functions.—Trace the Blood in the round of the Circulation.3¹. Lymphatic System.

OUTLINE XI.

THE SKIN.

- 1¹. Parts.
 - 1². Epidermis or Cuticle.
 - 1³. Superficial Layer.
 - 2³. Rete Mucosum.
 - 2². Derma or Cutis Vera.
 - 1³. Papilla.
 - 2³. Corium.
 - 3². Subcutaneous Cellular Tissue.
 - 1³. Fibrous Tissue.
 - 2³. Fat Cells.
- 2¹. Functions.
 - 1². Excretion.
 - 2². Absorption.
 - 3². Protection.
- 3¹. Appendages.
 - 1². Nails.
 - 2². Hair.
 - 3². Sebaceous Glands.
 - 4². Sudoriferous Glands.

OUTLINE XII.

RESPIRATORY SYSTEM.

- 1¹. Organs.
 - 1². Lungs.
 - 1³. Bronchia.
 - 2³. Air Vesicles.

- 3³. Parenchyma.
- 4³. Divisions of Pulmonary Artery and Veins.
- 5³. Pleura.
- 2². Trachea.
- 3². Diaphragm, Ribs and Muscles.
- 2¹. Respiration. { Inspiration.
 { Expiration.
- 1². Actions.
- 2². Results.
- 3¹. Hygienic Inferences.
 - 1². Evils of Tight Lacing.
 - 2². Positions in Sitting, &c.
 - 3². Ventilation.

Particular attention should be paid to ventilation and the Hygiene of the Respiratory System generally. This outline should make several lessons.

See any recent Physiology and Hygiene.

OUTLINE XIII.

SECRETORY SYSTEM.

- 1¹. Organs.
 - 1². Membranes.
 - 1³. Serous Membranes.
 - 2³. Mucous Membranes.
 - 3³. Skin.
 - 2². Glands.
 - 1³. Liver.

- 2³. Kidneys.
- 3³. Salivary.
- 4³. Lachrymal.
- 5³. Gastric.
- 6³. Pancreas.
- 7³. Intestinal.
- 2¹. Materials.
 - 1². Secretions.
 - 1³. Bile.
 - 2³. Saliva.
 - 3³. Gastric Juice.
 - 4³. Tears.
 - 5³. Mucus, &c.
 - 2². Excretions.
- 3¹. Hygienic Inferences.

By the study of this outline the pupil will see the close relation which exists between the different systems, it being impossible to isolate them, such is their inter-relation and dependence upon each other. This will make an excellent review lesson, bringing in, as it does, organs which have been noticed in the foregoing outlines. The following topics may be assigned as lessons to be treated in any way designated by the teacher: *Nutrition, Growth and Repair, Animal Heat, The Philosophy of "Taking Cold."* It will be seen that their discussion will require a knowledge of what has been previously studied.

See Steele's Hygienic Physiology; Blaisdell's Our Bodies; or any other recent Physiology and Hygiene.

OUTLINE XIV.

THE NERVOUS SYSTEM.

1¹. Divisions.1². Cerebro-Spinal.1³. Brain.1⁴. Cerebrum.2⁴. Cerebellum.3⁴. Ventricles.4⁴. Membranes.1⁵. Dura Mater.2⁵. Arachnoid.3⁵. Pia Mater.2³. Medulla Oblongata.3³. Pons Varolii.4³. Spinal Cord and Branches.5³. Cranial Nerves.2². Sympathetic.1³. Ganglia.2³. Plexuses.2¹. Structure of Nerves.3¹. Functions.4¹. Hygienic Inferences.

See any recent work on Physiology and Hygiene; also Gray's Anatomy.



OUTLINE XV.

THE EYE.

I. Parts.

I. Tunics.

1st = Sclerotic and Cornea.

2nd = Choroid, Iris and Ciliary Processes.

3rd = Retina.

2. Humors.

1. Aqueous.

2. Crystalline Lens and Capsule.

2. Appendages.

1. Muscles.

2. Conjunctiva.

3. Eyebrows.

4. Eyelids.

5. Lachrymal Apparatus.

3. Structure of each part.

4. Functions " "

5. Vision.

6. Hygienic Inferences.

See any recent work on Physiology and Hygiene; also Gray's Anatomy.

OUTLINE XVI.

THE EAR.

I. Parts.

1. External Ear.

1. Pinna or Auricle.

2. Meatus Auditorius.

2. Middle Ear or Tympanum.

1. Membrani Tympani.

2. Eustachian Tube.

3. Ossicles.

1. Malleus.
2. Incus.
3. Stapes.
3. Internal Ear or Labyrinth.
 1. Vestibule.
 2. Semicircular Canals.
 3. Cochlea.
2. Structure of each part.
3. Functions " "
4. Hygienic Inferences.

See Steele's Hygienic Physiology; Blaisdell's Our Bodies; or any other recent work on Physiology and Hygiene.

OUTLINE XVII.

THE ORGANS OF SPEECH.

- 1¹. The Larynx.
 - 1². Parts.
 - 1³. Cartilages.
 - 1⁴. Thyroid.
 - 2⁴. Cricoid.
 - 3⁴. Arytenoid.
 - 4⁴. Cornicula Laryngis.
 - 5⁴. Cuneiform.
 - 6⁴. Epiglottis.
 - 2³. Ligaments.
 - 3³. Vocal Cords.
 - 4³. Muscles.
 - 2². Structure and uses of each part.

2¹. Accessory Organs.1². Tongue.2². Teeth.3². Lips.4². Pharynx.5². Uvula.6². Nasal Passages.3¹. Hygienic Inferences.

See Gray's Anatomy.

OUTLINE XVIII.

TOUCH, TASTE AND SMELL.

1. Organs.

2. Functions.

3. Hygiene.

If the hints at the beginning of this chapter have been observed the pupil will, by this time, have a pretty extensive outline of the Anatomy, Physiology and Hygiene of the Human System.

The teacher and pupil will find by consulting different authors that many points will be made much clearer than if one author alone is studied. We give below a list of works valuable for general reference, some of them being text-books for the use of common schools, while others are much more extensive.

GENERAL REFERENCES.

Gray's Anatomy.

Martin's Human Body.

Dalton's Physiology.

Hutchison's Physiology and Hygiene.

Kirke's Physiology.

Walker's Anatomy, Physiology and Hygiene.

Blaisdell's Our Bodies and How We Live.

Tracy's Outlines of Physiology.

Overton's Applied Physiology.

Foster's Physiology.

Stowell's Simple Experiments in Physiology.

APPENDIX.



SOME HELPFUL SUGGESTIONS FOR TEACHERS.

APPENDIX.

INFINITIVES AND PARTICIPLES.

Infinitives and participles generally cause the student of any language much difficulty.

This is due to the fact that by their use an abridged form of construction is secured, and in order to understand this, one must thoroughly know the rules underlying their usage.

The following outline with examples will show the different constructions which both infinitives and participles may have. The infinitive is given in the first example and the participle in the second.

1¹. *Construction of a Noun.*

1². In Nominative Case.

1³. Subject of finite verb.

1⁴. *To steal* is base.

2⁴. *Playing* checkers is a waste of time.

2³. In the predicate.

1⁴. To obey is *to enjoy*.

2⁴. Preaching is not always *teaching*.

3³. In apposition.

1⁴. With a word.

- 1⁵. The *task, to sweep* the floor
was imposed.
- 2⁵. The *feat, walking* a rope
was one of great difficul-
ty.
- 2⁴. With a phrase.
- 1⁵. *To shuffle off this mortal
coil, to cease*, is not so
pleasant.
- 2⁵. *To gain by mean acts, cheat-
ing*, is contemptible.
- 2². In Objective Case.
- 1³. Object of finite verb.
- 1⁴. I desire *to sleep*.
- 2⁴. I will commence *plowing* to-
morrow.
- 2³. The infinitive may be the object of a
participle.
- 1⁴. I came here desiring *to attend*
school.
- 3³. The subject of an infinitive.*
- 1⁴. He thought it [to be] wrong *to
steal*.
- 2⁴. He thought *reading* history to
be a valuable exercise.
- 4³. The object of a preposition.
- 1⁴. They were about *to depart*.
- 2⁴. After *working* so hard you
should rest.

* See any recent English Grammar.

3². In Absolute Case.

1³. By pleonasm.

1⁴. *To be*, or not *to be*, that is the question.

2⁴. *Loving* or not *loving*, that is the question.

2³. With a participle.

1⁴. *To whisper*, having been forbidden, the room was quiet.

2⁴. *Fighting*, having ceased, peace was made.

3³. In apposition.

1⁴. Delightful task! *to rear* the tender thought.

2⁴. Lazy man! *lounging* in the shade.

4³. By exclamation.

1⁴. *To drown!* O, what a horrid thought!

2⁴. *Dying!* I can not think of it!

2¹. Construction of an Adjective.

1². Limiting a noun directly.

1³. Now is the time *to plant* corn.

2³. The man *standing* in the door is my brother.

2². In the predicate.

1³. The property is *to be sold*.

2³. He seemed not well *instructed*.

3². Limiting a pronoun.

1³. She appears *to be coming*.

- 2³. He, *having given* his decision turned away.
- 3¹. Construction of an Adverb.
- 1². Modifying a verb.
- 1³. They ran *to help* him out.
- 2³. Four and twenty happy boys
Came *bounding* out of school.—*Hood*.
- 2². Modifying an adjective.
- 1³. The teacher was anxious *to secure* a situation.
- 2³. *
- 3². Modifying an adverb.
- 1³. He labored enough *to deserve* praise.
- 2³. *

PROGRAMME FOR PARSING.

NOUN.—Species. Class. Sub-class. Person. Number. Gender. Case. Construction. Rule.

PRONOUN.—Species. Class. $\left\{ \begin{array}{l} \text{As to Use.} \\ \text{As to Structure.} \end{array} \right.$
Sub-class. Antecedent. Agreement. Person. Number. Gender. Rule. Case. Construction. Rule.

VERB.—Species. Class. $\left\{ \begin{array}{l} \text{As to Form.} \\ \text{As to Use.} \end{array} \right.$ (Principal parts). Voice. Mood. Tense. Person. Number. Agreement. Rule.

ADJECTIVE.—Species. Class. Sub-class. Comparison. Construction. Rule.

ADVERB.—Species. Class. Construction. Rule.

*Constructions of participles corresponding to infinitive seem to be wanting.

PREPOSITION. — Species. Class. Construction.
Rule.

CONJUNCTION. — Species. Class. Construction.
Rule.

INTERJECTION.—Species. Construction. Rule.

MODELS FOR PARSING.

The Noun.

1. The *boy* goes to school. “Boy,” n., com., class, 3rd, sing., masc., nom., subj. of goes. R.

2. Virtue is its own *reward*. “Reward,” n., com., abst., 3rd, sing., neut., nom. in the predicate. R.

3. Bruce, the *merchant* has failed. “Merchant,” n., com., class, 3rd, sing., masc., nom., in apposition with “Bruce.” R.

4. The goods were bought at *Hall's*, the *merchant*. “Hall's,” n., prop., 3rd, sing., masc., poss., limits [“store”]. R.

“Merchant,” n., com., 3rd, sing., masc., poss., in apposition with “Hall's.” R.

5. She broke the *dishes*. “Dishes,” n., com., 3rd, plu., neut., obj., object of “broke.” R.

6. He was a captain in the *army*. “Army,” n., com., col., 3rd, sing., masc., obj. object of prep. “in.” R.

7. He finds the *distribution* to be difficult. “Distribution,” n., com., verbal, 3rd, sing., neut., obj., subj. of the inf. to be. R.

8. *Girls*, come here. “Girls,” n., com., class, plu., fem., absolute by direct address. R.

The Pronoun.

1. *She* gave me a new book. "She," pron., pers., simp., 3rd, sing., fem., agreeing with antec. the person spoken of. R. Nom., subj. of "gave." R.

2. May *his* name pass into oblivion. "His," pron., pers., simp., 3rd, sing., masc., agreeing with antec. the person spoken of. R. Poss., limits "name." R.

3. *Whatever* is, is right. "Whatever," equivalent to *the thing whichever*. *Thing*, the antec. part, n., com., 3rd, sing., neut., nom., subj. of the second "is." R.

Whichever, the rel. part, pron., rel., comp., 3rd, sing., neut., agreeing with antec. *thing*. R. Nom., subj. of the first "is." R.

The Verb.

1. He *preached* a sermon. "Preached," v., reg., trans., act. indic., past, 3rd, sing., agreeing with its subj. "he." R.

2. They *were sought* earnestly. "Were sought," v., irreg., trans., (seek, sought, sought,) pass., indic., past, 3rd, plu., agreeing with its subj. "they." R.

3. *Playing* ball is a pleasant amusement. "Playing," v., reg., intrans., act., participial, pres., construction of a noun, subj. of "is." R.

4. *To sleep* is refreshing. "To sleep," v., irreg., intrans., (sleep, slept, slept,) act., infin., pres., having construction of a noun subj. of "is." R.

The Adjective.

1. *Bright* and joyful is the morn. "Bright," adj., descrip., com., (bright, brighter, brightest,) limits "morn." R.

The Adverb.

He walks *rapidly*. "Rapidly," adv. of manner, (rapidly, more rapidly, most rapidly,) modifies "walks." R.

The Preposition.

The flag floats *in* the breeze. "In," prep., simp., shows the relation of "breeze" to "floats." R.

The Conjunction.

The scheme was a failure *because* it was not well planned.

"Because," conj., subord., connects the sentences, "The scheme was a failure" and "it was not well planned." R.

The Interjection.

Hark! did you not hear it? "Hark," interjec., has no grammatical relation. R.

PROGRAMME, AND MODELS FOR WRITTEN AND VERBAL ANALYSIS.

[Taken from the "Normal Teacher" Parsing Book by permission].

Program.

1. Read the sentence.

Describe the sentence { As to structure { Simple.
Complex.
Compound.
As to proposition { Declarative.
Imperative.
Exclamatory.
Interrogative.

3. Give the complex subject.
4. Give the simple subject.
5. Point out its modifiers and

6. Describe them { As to structure { Simple.
Complex.
Compound.
As to relation { Adjective.
Adverbial.
Objective.
Subjective.

7. Give the base of modifiers and
8. Describe its modifiers as in 6.
9. Give the complex predicate.
10. Give the simple predicate and
11. Describe its modifiers as in 6.
12. Continue as in 7 and 8 of the subject.

DIAGRAMMING.

Explanation: A | is used to subordinate a single element. A ~ is used to subordinate two or more elements. A tie (or [is used to connect the subject and predicate of a principal or subordinate sentence. A vinculum with a half brace { is used to direct to a particular part of an element, or to combine two or more words ordinarily modified separately. A word which performs two offices is underscored. Conjunctions and independent elements are enclosed in parentheses. Use the capitals as they are in the sentence without regard to the position in the diagram. The

number of the sentence should be placed before the diagram.

1. A woman quite apt in drawing could easily have captivated the eyes of that multitude.

1. $\left\{ \begin{array}{l} \text{woman} \left\{ \begin{array}{l} \text{A} \\ \text{apt} \end{array} \right\} \left\{ \begin{array}{l} \text{quite} \\ \text{in drawing} \end{array} \right\} \\ \text{could have captivated} \left\{ \begin{array}{l} \text{easily} \\ \text{eyes} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{of multitude} \end{array} \right\} \text{that.} \end{array} \right.$

2. He who runs may read.

2. $\left\{ \begin{array}{l} \text{He} \left[\begin{array}{l} \text{who} \\ \text{runs} \end{array} \right] \\ \text{may read.} \end{array} \right.$

3. Straws swim upon the surface; but pearls lie upon the bottom.

3. $\left\{ \begin{array}{l} \left[\begin{array}{l} \text{Straws} \\ \text{swim} \end{array} \right] \text{upon surface} \mid \text{the;} \\ \text{(but)} \\ \left[\begin{array}{l} \text{pearls} \\ \text{lie} \end{array} \right] \text{upon bottom} \mid \text{the.} \end{array} \right.$

4. He is not unmindful of his own interests.

4. $\left[\begin{array}{l} \text{He} \\ \text{is unmindful} \mid \text{of interests} \\ \text{not} \end{array} \right] \left\{ \begin{array}{l} \text{his} \\ \text{own.} \end{array} \right.$

Verbal Analysis of Sentence No. 1.

“A woman quite apt at drawing could easily have captivated the eyes of that multitude,” is a simp. dec. sent., of which “a woman quite apt at drawing” is the complex subj., of which “woman” is the simp. subj., mod. first by “a,” a simp. adj. el. of the 1st cl.; secondly by “quite apt at drawing,” a compl. adj. el. of the 1st cl., of which “apt,” the base, is mod. by “quite,” a simp. adv. el. of the 1st cl.; also, by “at drawing,” a simp. adv. el. of 2d cl.; of which sentence “would easily have captivated the eyes of that multi-

tude" is the compl. pred., of which "would have captivated" is the simp. pred., mod. by "easily," a simp. adv. el. of 1st cl.; also, by "the eyes of that multitude," a compl. obj. el. of 1st cl., of which "eyes," the base, is mod. by "the," a simp. adj. el. of 1st cl.; also, by "of that multitude," a compl. adj. el. of 2nd cl., of which "of multitude," is the base, of which "multitude," the noun of the base, is mod. by "that," a simp. adj. el. of 1st cl.

Verbal Analysis of Sentence No. 2.

"He who runs may read" is a compl. dec. sent., of which "he who runs" is the compl. subj., of which "he" is the simp. subj. mod. by "who runs," a simp. adj. el. of the 3d cl. It is also a simp. decl. subor. sent., of which "who" is the connective and simple subj., unmod., and "runs" is the simp. pred., unmod.; of which principal sentence "may read" is the simp. pred. unmod.

Verbal Analysis of Sentence No. 3.

"Straws swim upon the surface; but pearls lie upon the bottom" is a compound decl. sent. of which "straws swim upon the surface," the leading member, is a simple decl. sentence, of which "straws" is the simp. subj. unmod.; of which sentence also "swim upon the surface" is the compl. pred., of which "swim" is the simp. pred., mod. by "upon the surface" a compl. adv. el. of the 2nd cl., of which "upon surface" is the base, of which "surface," the noun of the base is mod. by "the" a simp. adj. el. of the 1st cl.

"But pearls lie upon the bottom," the co-ordinate member, is a simple decl. sent., of which "but" is the co-or. connective and "pearls" the simp. subj., unmod.;

of which sentence also "lie upon the bottom" is the compl. pred., of which "lie" is the simp. pred., mod. by "upon the bottom," a compl. adv. el. of the 2nd cl. of which "upon bottom" is the base, of which "bottom" the noun of the base, is mod. by "the," a simpl. adj. el. of the 1st cl.

THE USE OF THE DICTIONARY.

An Unabridged Dictionary should be in every school-room and one should belong to every man or woman who pretends to teach. But there are many teachers and others who own dictionaries and yet make but little use of them. The Unabridged is a whole library in itself. Not only does it give some information in almost every science and art but all disputes in regard to spelling, pronunciation, abbreviations and many other points may be settled by recourse to its pages. It is indeed astonishing how many words in constant daily use are mispronounced by persons who make pretension to learning, to say nothing of the errors in this regard which are committed by the great mass who do not pretend to scholarship. The teacher should make it a rule to read with the dictionary by his side and consult it in every case of doubt. Even in many cases where he has no doubts he will find that he has always had a wrong pronunciation or a wrong idea of the meaning of a word. Much can be learned by consulting the dictionary for the common Anglo-Saxon words which we use in every day life. Not only does an Unabridged settle the spelling, pronunciation and meaning of words but it gives their derivation, shows us how

they originated and in a great many cases gives examples of their use by the great writers of different ages. A half hour spent each day in looking through an Unabridged Webster or Worcester will richly repay any one. A vast deal of practical and interesting information will be thus casually picked up.

On the following pages are given a number of words which may be used in various ways in the school-room. Selections may be made from them for spelling lessons and lessons in pronunciation. It is hoped they will prove suggestive to the teacher and lead him into a search of the great fountain head from which they are taken. In all cases Webster has been taken as the standard. It was thought best not to indicate the pronunciation or syllabication as it will be better for the pupil to consult the dictionary.

I would recommend that teachers read carefully the history of the English language as given in the first part of Webster's Unabridged. Also notice the information given under "Noted Names of Fiction, &c." The latest editions give a biographical dictionary which is valuable and should be frequently consulted.

LIST OF WORDS IN COMMON USE WHICH ARE FREQUENTLY MISPRONOUNCED.

The pupil should consult the dictionary.

acclimate	apricot	barouche
adult	Arabic	because
again	Asia	Beelzebub
amour	aspirant	blackguard
abdomen	ay or aye (yes)	bombast

acorn	aye (always)	bitumen
algebra	apparatus	bedstead
allopathy	audacious	bronchitis
alpaca	apostle	bleat
alternate	asked	bouquet
amateur	ancient	bomb
amenable	allies	bellows
arctic	acoustics	camphor
antipodes	bade	carbine
caret	commiserate	deaf
Caribbean	communist	defalcate
cartridge	compromise	Danish
cassimere	comrade	deficit
cayenne	concave	demonstrate
chastisement	comparable	diverse
chemise	conspiracy	Doric
clandestine	convex	ducat
clapboard	creek	ductile
cleanly (adj & adv)	covetous	disputant
combatant	contrary	diphtheria
coupon	cursed (adj)	discern
disdain	epizootic	gratis
disheveled	facade	greasy
drama	February	grisly
depot	finance	guillotine
decorous	florid	gymnasium
decade	fortress	hearth
elm	fraternize	heroine
enervate	fulcrum	horizon
enfranchise	forgery	hydropathy
equipage	fratricide	hygiene (n)

European	fuchsia	hygeian (adj)
erysipelas	gallant (adj n & v)	hypochondria
exemplary	gaseous	hostile
ere	giraffe	idea
ignoramus	juvenile	lilac
illustrate	jewsharp	matron
impetus	kettle	maritime
impotence	laboratory	massacre
Indian	latent	memoir
industry	lamentable	mercantile
inveigle	lenient	museum
irreparable	libertine	mustache
inquiry	lyceum	nasal
interested	leisure	national
jaundice	legend	negro
jugular	lapel	newspaper
nomenclature	pincers	veille
obesity	prairie	revocable
once	preface	rid
opponent	pretty	rinse
palm	quinine	saline
Palestine	quoit	sacrament
partridge	rational	saucy
patriot	recess	sausage
patron	radish	seine
pedagogy	recollect	servile
phaeton	recreation	sleek
phosphorus	reptile	slough
piano	respite	steady
strychnine	treble	weapon
subtile	tremendous	violent

subtle	throw	wrestle
swarthy	truths	wristband
tassel	umbrella	youths
tedious	underneath	zenith
tepid	usage	zoology
tiny	vicar	zouave

A LIST OF TEST WORDS IN SPELLING.

[Words marked with a * have more than one allowable spelling.]

malign	saccharine	vacillating
guager	singeing	chenille
hemorrhage	marigenous	pneumonia
calk	Kosciusko	pleurisy
Saducee	mnemonics	cupola
hieroglyphics	indelible	mignonette
heresy	ipecaquanha	surcingle
suspicion	deleble	eleemosynary
poniard	bouquet	guaiacum
subpœna	idiosyncrasy	demurrer
pommel	kerosene	asafoetida
phthisic	daguerreotype	Gibraltar
phthisicky	Mendelssohn	Alleghany
isosceles	control	psychology
zeros	unroll	mileage*
stilettoes	therapeutics	filibuster*
volcanoes	sibylline	vacillating
nonpareil	mimicking	weasels
diæresis	pharmaceutical	measles
woefully	hirsute	allegeable
dyeing	usufructuary	mortgageor*
cachinnation	lilies	heroes

sobriquet	crystallize	gneiss
iconoclast	gases	homeopathy

ORDER OF TOPICS IN THE STUDY OF THE NATURAL
SCIENCES.

The logical order, or that generally given in text-books, is not always the best order for a class to pursue in studying. For example, if I were teaching a class in Chemistry instead of spending several weeks in the first part of the text-book studying the nomenclature, theory and principles, I would assign as a first lesson one of the elements, the one which is taken as a standard of comparison, Hydrogen and require the pupils to find out all they could about it. They would learn much from their books in regard to its history, properties and uses but would not of course understand the symbol, atomic weight, molecular weight, equivalence, &c., but here would be a natural curiosity excited and these points would be learned incidentally with much more readiness than if studied alone. Several pupils are then assigned the duty of preparing Hydrogen for the next recitation. This they would do under the eye and instruction of the teacher. Its properties would be further investigated and new ideas gained in regard to theory and nomenclature and thus the lessons would proceed taking tangible and practical points at each recitation and learning the theory and nomenclature in the most natural way, that is, by using them in connection with the substances themselves. Chemistry studied in this manner will be better understood in ten weeks' drill than in forty weeks of blind

adherence to the text-book with the teacher performing the experiments and the class looking on and admiring. The same principles will hold good in the study of Geology and Botany. The order of subjects is not so important in Natural Philosophy, but the statement in regard to the pupils' performing the experiments must be considered.

I here give lists of topics for a term of eleven weeks in Chemistry, Botany and Geology. They may be expanded by the teacher and outlined in full by the pupil.

Chemistry.

1. Hydrogen, History, Properties and Uses.
2. Hydrogen, Preparation and Theory.
3. Oxygen, History, Properties and Uses.
4. Oxygen, Preparation and Theory.
5. Water, Properties and Constitution.
6. Nitrogen, History, Properties and Uses.
7. Air, Properties and Constitution.
8. Chlorine.
9. Phosphorus.
10. Sulphur.
11. Sodium and Potassium.
12. Acids, Bases and Salts.
13. Oxides and Acids of Nitrogen.
14. Oxides and Acids of Sulphur.
15. Oxides and Acids of Phosphorus.
16. Hydrochloric Acid.
17. Ammonia.
18. Carbon.
19. Oxides and Acids of Carbon.

20. Iron and its Compounds.
21. Copper and its Compounds.
22. Hydro-carbons.
23. Limestone.
24. Common Salt.
25. The Precious Metals.
26. Boron and Compounds.
27. Arsenic and Compounds.
28. Glass making.
29. Soap making.
30. The Chemistry of Combustion and Decay.

The elements which have not yet been studied will appear in the following lessons:

31. The Sulphur Group.
32. The Chlorine Group.
33. The Nitrogen Group.
34. The Carbon Group.
35. The Electro-positive Elements.
36. The Alkali Metals.
37. The Dyad Metals.
38. The Triad Metals.
39. The Hexad Metals.
40. Starch and Sugar.
41. Alcohol.
42. Organic Acids.
43. Fermentation.
44. Albuminous Substances.
45. Soils and Manures.
46. Oils and Fats.
47. Influence of Light and Heat.
48. Spectrum Analysis.

- 49. Photographing.
- 50. Review Principles of Chemical Notation.
- 51. Electrolysis and Galvanizing.
- 52. Analysis.

The true teacher will readily understand how to direct the pupils in their investigations of the above topics. It is to be borne in mind that every lesson should be accompanied by experiments performed by the pupils, and that in connection with each lesson the laws and theories of chemical combinations are to be discussed.

Topic List for the Study of Substances in Chemistry.

- 1¹. Names.
 - 1². Common.
 - 2². Chemical.
 - 3². Symbolic.
- 2¹. History.
 - 1². First Discovered.
 - 1³. When.
 - 2³. Where.
 - 3³. By Whom.
 - 4³. Under What Circumstances.
 - 2². First Accurately Determined.
(Same subordinates as above).
- 3¹. Distribution.
 - 1². Found Native.
 - 2². Combined or Associated with What.
 - 3². Geological Relations.
- 4¹. Properties.
 - 1². As to the Forces.
 - 1³. Gravitation.

- 1⁴. Specific Gravity.
 - 1⁵. Compared with Water.
 - 2⁵. Compared with Air.
- 2³. Light.
 - 1⁴. Transmission.
 - 1⁵. Transparent.
 - 2⁵. Translucent.
 - 3⁵. Opaque.
 - 2⁴. Reflection.
 - 3⁴. Refraction.
- 3³. Heat.
 - 1⁴. Condition.
 - 1⁵. Solid.
 - 2⁵. Liquid.
 - 3⁵. Gaseous.
 - 2⁴. Fixed Points.
 - 1⁵. Boiling.
 - 2⁵. Freezing.
 - 3⁵. Melting.
 - 3⁴. Conduction.
 - 4⁴. Specific Heat.
- 4³. Electricity.
 - 1⁴. Electrolysis.
 - 2⁴. Conduction.
- 5³. Chemism.
 - 1⁴. Range of Affinity.
 - 2⁴. Intensity of Affinity.
 - 3⁴. (Catalysis).
 - 4⁴. Atomicity or Equivalence.
 - 5⁴. Atomic Weight.
 - 6⁴. (Molecular Weight).

- 2². As to Life.
 - 1³. Beneficial.
 - 2³. Neutral.
 - 3³. Poisonous.
- 3². As to Structure.
 - 1³. Crystalline.
 - 1⁴. System.
 - 2⁴. (Dimorphous).
 - 3⁴. (Isomorphous).
 - 2³. Amorphous.
 - 3³. (Allotropic Forms).
- 4². As to the Senses.
 - 1³. Color.
 - 2³. Odor.
 - 3³. Taste.
 - 4³. Texture.
- 5¹. Uses.
 - 1². In Nature.
 - 2². In the Arts.
 - 3². In Medicine.
 - 4². In Laboratory.
- 6¹. Preparation.
- 7¹. Tests.
- 8¹. Miscellaneous Observations.

Though mainly intended for the study of the simple elements the above topic list may be used for compounds also. It will be seen that a thorough knowledge of an element can be obtained by this manner of study and any text-book may be used by the pupil. It will also afford opportunity to discuss general and fundamental principles in an incidental manner.

See Avery's, Steele's, Shepard's, Storer and Lindsay's, Williams' and Remsen's school text-books of Chemistry. Also Fowne's, Attfield's, Bloxam's, Fresenius', Richter's, Roscoe's, Wurtz's, and other larger works.

Botany.

1. General Outline of Organic Existence. Primary Divisions of Vegetable Kingdom. Definition of Species.

2. Parts of the Flower. The class should be provided with specimens of a typical flower and the parts outlined on blackboard and names learned.

3. Analysis commenced. Show how to use the Key to the orders. Consult Glossary and text and learn the technical terms as they are needed in analysis. Part of each subsequent recitation should be devoted to analysis, the teacher and class using the Key with the plant and flower before them. Divide class into sections and appoint leaders for each, these sections in turn to make excursions to woods and fields, collecting and analyzing specimens.

4. Development from the Seed.

5. Stages and Terms of Plant Life.

6. Growth of Plants from Buds.

7. Roots, their Forms, Uses, &c.

8. Stems and Branches.

9. Leaves.

10. Plan of the Flower.

11. Inflorescence.

12. Calyx and Corolla.

13. Stamens and Pistils.

14. The Fruit.
15. Reproduction.
16. Vegetable Tissue.
17. Structure of Root, Stem and Leaves.
18. The Food of Plants.
19. Chemical Constitution of Plants.
20. Circulation and Absorption.
21. Products of Plants valuable to Man.
22. Curiosities of Vegetation.
23. Classification, Different Systems.
24. Geographical Distribution of Plants.

I have here given only a few lessons. The teacher may add to them as he thinks proper. Do not expect a class to memorize the numerous technical terms nor suppose that in a few weeks study they will be familiar with the details of the subject. This is not greatly to be desired were it even possible, but in six weeks proper drill any ordinary pupil should be able with the aid of a book to analyze and find out the names of nearly all ordinary plants except, perhaps, grasses and ferns which require particular study.

It is desirable that the class should all have the same text-book for convenience in using the Key to Analysis. Those who wish to make a special study of Botany should possess both Gray's and Wood's Manuals. Lindley's Introduction to Botany is a valuable work on the Structure of Plants. Wood's Botanist and Florist is a handy volume for class use.

Geology.

1. General Discussion of Historic Geology with

Classification of the Rocks into Cenozoic, Mesozoic, Paleozoic and Eozoic Times with their subdivisions.

2. General Divisions of the Animal and Vegetable Kingdoms and Definitions of Paleontology and Geology.

3. Classification of the Rocks according to mode of formation as Sedimentary, Igneous and Metamorphic.

4. Some of the Principal and Proximate Elements which enter into the Composition of Rocks as Oxygen, Carbon, Silicon, Quartz, Clay, Mica, Feldspar, &c.

5. Sedimentary Rocks, Formation, Structure and Composition.

6. Igneous Rocks, Formation, Structure and Composition.

7. Metamorphic Rocks, Formation, Structure and Composition.

8. Classification of Rocks as to Structure into Stratified and Unstratified with discussion of Lamination, Faults, Joints, Folds, Concretions, Veins, Dykes, &c.

9. Eozoic Time, Divisions, Location, Kinds of Rock and Fossils.

10. Paleozoic Time, Silurian Age, same subordinates as above.

11. Paleozoic Time, Devonian Age, same as above.

12. Paleozoic Time, Carboniferous Age, same as above.

13. Mesozoic Time.

14. Cenozoic Time.

15. Glacial Action and Drift.

16. Terrace Epoch and Origin of Lakes and Prairies.

17. Fossils of the Post Tertiary.
18. Age of Man.
19. Nebular Hypothesis and Evolution.

The above lessons may be so divided as to extend over a three month's course if necessary, or they may be discussed in as many days as there are lessons, thus getting the general principles which may be more thoroughly studied afterwards. The class should be organized into sections for field study. A good cabinet of specimens is desirable but it can not take the place of actual search by the student in the fields.

See Steele's Fourteen Weeks in Geology; Tenney's Geology; Dana's Text-Book of Geology. Also, Dana's Manual of Geology; Dana's Manual of Mineralogy; Winchell's Sketches of Creation; Lyell's Elements of Geology; Geological Sketches, Agassiz.

ARITHMETICAL SOLUTIONS.

[Contributed by J. E. Sherrill.]

All teaching should have for its object the development of correct modes of reasoning and expression. It is not sufficient that pupils have *some* idea of the branches studied or subjects discussed, but they should have in their minds, a *clear* idea which they are able to express with ease and cogency to others. This power is of inestimable value. The principles of correct reasoning are universal, and can be learned as readily in Arithmetic as in any of the higher branches of Mathematics. When once learned, they are learned forever, and the progress of the pupil ever after becomes a matter of ease and pleasure.

The principles may be exhibited under the following:

1. *Points.*

I. 1. Penmanship; 2. Spelling; 3. Capitalization; 4. Punctuation; 5. Neatness of figure; 6. Form; 7. General business-like appearance. All of these points should be looked after with great care, at every recitation.

II. PROCESSES. 1. *Leading Steps.* (1) The statement of the problem; (2) The solution proper; (3) The conclusion.

2. *Subordinate Steps.* (1) Numbering equations; (2) Using proper signs; (3) Preliminary remarks; (4) Logical arrangement of equations.

2. *Model Solutions.*

As an illustration of the foregoing remarks we present a few solutions designed to indicate correct principles of reasoning as learned from Arithmetic.

Miscellaneous Problems.

I. A man bought at one time, 200 acres of land; at another, 300; at another, 250; at another, 420; subsequently he sold, at one time 400 acres, and at another, 150; how much had he remaining?

$$\text{II. } \left\{ \begin{array}{l} \text{1. } 200 + 300 + 250 + 420 = 1170 = \text{the amount} \\ \quad \text{of land purchased.} \\ \text{2. } 400 + 150 = 550 = \text{the amount sold.} \\ \text{3. } 1170 - 550 = 620 = \text{the number of acres re-} \\ \quad \text{maining.} \end{array} \right.$$

III. \therefore The man had 620 acres remaining.

I. What will 7 cords of wood cost at \$6 a cord?

$$\text{II. } \left\{ \begin{array}{l} \text{1. } 1 \text{ cord} = \$6. \\ \text{2. } 7 \text{ cords} = 7 \times \$6 = \$42. \end{array} \right.$$

III. \therefore 7 cords of wood will cost \$42 at \$6 a cord.

I. A merchant sold in one year 1800 yards of calico at 20 cts. a yard; 125 yards of muslin at 12 cts. a yard, and 1200 yards of tape at $16\frac{2}{3}$ cents a yard; how much did it all amount to?

$$\text{II. } \left\{ \begin{array}{l} 1. \quad 1800 \text{ yds. of calico @ } 20 \text{ cts.} = \$360.00 \\ 2. \quad 125 \text{ yds. of muslin @ } 12 \text{ cts.} = \quad 15.00 \\ 3. \quad 1200 \text{ yds. of tape @ } 16\frac{2}{3} \text{ cts.} = \quad 200.00 \\ \hline \qquad \qquad \qquad \$575.00 \end{array} \right.$$

III. \therefore Total receipts are \$575.00.

I. If 1 yd. of cloth cost \$2, what will 20 yds. cost?

II. $\left\{ \begin{array}{l} 1. \quad \text{The cost of } 1 \text{ yd.} = \$2. \\ 2. \quad \text{The cost of } 20 \text{ yds.} = 20 \times \$2 = \$40. \end{array} \right.$

III. \therefore If 1 yd. of cloth cost \$2, 20 yds. will cost \$40.

In analysis, the sign \times is always read "times," and never "multiplied by."

Explanation: The cost of 20 yds. of cloth = 20 times \$2 = \$40. This makes the \$2 the multiplicand; the 20, when repeated, an abstract number—the multiplier; and the product is of the same kind as the multiplicand.

In the above problem the reasoning is from one to many. In the following the reasoning is from many to one:

I. The cost of 20 yds. of cloth is \$100, what is the cost of 1 yd.?

II. $\left\{ \begin{array}{l} 1. \quad \text{The cost of } 20 \text{ yds. of cloth} = \$100. \\ 2. \quad \text{The cost of } 1 \text{ yd. of cloth} = \frac{1}{20} \text{ of } \$100 = \$5. \end{array} \right.$

III. \therefore If 20 yds. of cloth cost \$100, 1 yd. will cost \$5.

*Reduction of Compound Numbers.**(a) Descending.**Problem:*

I. Reduce 2 yd., 2 ft., 7 in. to inches.

- II. {
1. In 1 yd. there are 3 ft.
 2. In 2 yd. there are 2 times 3 ft., which are 6 ft.
 3. 6 ft. + 2 ft. = 8 ft.
 4. In 1 ft. there are 12 inches.
 5. In 8 ft. there are 8 times 12 in., which are 96 in.
 6. 96 in. + 7 in. = 103 in.

III. Therefore, in 2 yd. 2 ft. 7 in., there are 103 in.

*(b) Ascending.**Problem:*

I. Reduce 25591 gr. to lb Troy.

- II. {
1. 24 gr. = 1 pwt.
 2. In 25591 gr. there are as many pwt. as 24 gr. are contained times in 25591 gr., which are 1066 times with 7 gr. remaining.
 3. 20 pwt. = 1 oz.
 4. In 1066 pwt. there are as many oz. as 20 pwt. are contained times in 1066 pwt., which are 53 times with 6 pwt. remaining.
 5. 12 oz. = lb.
 6. In 53 oz. there are as many lb. as 12 oz. is contained times in 53 oz., which are 4 times with 5 oz. remaining.

III. Therefore, in 25591 gr. there are 4 lb. 5 oz. 6 pwt. 7 gr. Troy.

Common Fractions.

I. $8\frac{1}{2} + 6\frac{2}{3} = ?$

II. $\left\{ \begin{array}{l} 1. \quad 6 = 1. \text{ c. m. of denominators.} \\ 2. \quad \frac{1}{2} = 3 - 6. \\ 3. \quad \frac{2}{3} = 4 - 6. \\ 4. \quad 3 - 6 + 4 - 6 = 7 - 6 = 1\frac{1}{6}. \\ 5. \quad 8 + 6 = 14. \\ 6. \quad 14 + 1\frac{1}{6} = 15\frac{1}{6}. \end{array} \right.$

III. $\therefore 8\frac{1}{2} + 6\frac{2}{3} = 15\frac{1}{6}.$

Proportion.

I. If 15 men mow 11 A. in 5 days, how many men will mow 33 A. in 9 days?

II. $\left\{ \begin{array}{l} 1. \quad 15 \text{ men} \text{ --- } 11 \text{ A. --- } 5 \text{ days.} \\ 2. \quad \text{--- men? --- } 33 \text{ A. --- } 9 \text{ days.} \\ 3. \quad 15 \text{ men, } \times 5 \times 33 \\ \quad \quad \quad \frac{\quad}{11 \times 9} \text{ (cancelling) } = 25 \text{ men.} \end{array} \right.$

III. $\therefore 25 \text{ men can mow } 33 \text{ A. in } 9 \text{ days.}$

Problems in Percentage.

100% is the unit.

I. Required 10% of \$200.

II. $\left\{ \begin{array}{l} 1. \quad 100\% = \$200. \\ 2. \quad 1\% = 1 - 100 \text{ of } \$200 = \$2.00. \\ 3. \quad 10\% = 10 \times \$2.00 = \$20. \end{array} \right.$

III. $\therefore 10\% \text{ of } \$200 \text{ is } \$20.$

I. \$50 are how many % of \$500?

II. $\left\{ \begin{array}{l} 1. \quad \$500 = 100\%. \\ 2. \quad \$1.00 = 1 - 500 \text{ of } 100\% = 1 - 5\%. \\ 3. \quad \$50 = 50 \times 1 - 5\% = 50 - 5\% \text{ or } 10\%. \end{array} \right.$

III. $\therefore \$50 \text{ are } 10\% \text{ of } \$500.$

I. \$500 are 20% of how many dollars?

- II. $\left\{ \begin{array}{l} 1. \quad 100\% = \text{required number of dollars.} \\ 2. \quad 20\% = \$500. \\ 3. \quad 1\% = 1 - 20 \text{ of } \$500 = \$25. \\ 4. \quad 100\% = 100 \times \$25 = \$2,500. \end{array} \right.$

III. \therefore \$500 are 20% of \$2,500.

I. \$400 are 20% less than what?

- II. $\left\{ \begin{array}{l} 1. \quad 100\% = \text{the number.} \\ 2. \quad 100\% - 20\% = 80\%. \\ 3. \quad 80\% = \$400. \\ 4. \quad 1\% = 1 - 80 \text{ of } \$400 = \$5. \\ 5. \quad 100\% = 100 \times \$5 = \$500. \end{array} \right.$

III. \therefore \$400 are 20% less than \$500.

I. \$600 are 20% more than what?

- II. $\left\{ \begin{array}{l} 1. \quad 100\% \text{ the number.} \\ 2. \quad 100\% + 20\% = 120\%. \\ 3. \quad 120\% = \$600. \\ 4. \quad 1\% = 1 - 120 \text{ of } \$600 = \$5. \\ 5. \quad 100\% = 100 \times \$5 = \$500. \end{array} \right.$

III. \therefore \$600 are 20% more than \$500.

The solutions of these problems explain all the cases in Percentage. The problems taken are easy, yet the same analysis will answer, no matter how complex the statement. If the pupil thoroughly understands these solutions he will be able to solve any problem in percentage or any of its applications.

TEACHING BEGINNERS TO READ.

That young teachers may not be ignorant of the methods in vogue for teaching the alphabet and giving children a start in the art of reading, I present an outline of those methods which have been the most popular among teachers.

*1. The A, B, C, or Alphabet Method.**1. Explanation.*

As this method consists simply in teaching the names of the letters and combining them into words and is the one which has been until within a few years the only method in use, it needs no further explanation.

2. Advantages.

As the letters must sooner or later be learned, it would seem that this method is not altogether irrational. Nearly all of us who have attained the age of manhood were taught in this way.

3. Objections.

As the names of the letters do not always represent their sounds and consequently do not form any guide to the pronunciation of the words, and as the child can not see the use of these arbitrary marks which do not convey to his mind any ideas whatever, the method seems to be very imperfect. It is apt to produce halting, drawing readers.

*2. The Drawing Method.**1. Explanation.*

The object of this method is to fix on the mind the form of the letters and this it seeks to do by bringing into requisition the hand to assist the eye. The letters are made by the child with pencil or chalk.

2. Advantages.

This method as far as teaching the alphabet is concerned, has decided advantages over the A, B, C, method as it not only furnishes occupation to the child but, a

powerful aid in fixing the forms of the letters in the mind is added when the child actually makes the letters.

3. Objections.

The same objections may be made as are made to the A, B, C, method. It teaches only the names and forms of the letters and not their powers.

3. *The Word-Building Method.*

1. Explanation.

By this method the teacher begins with one letter of the alphabet as O or I and by prefixing or affixing new letters forms simple words. The child is taught to pronounce the word and then the letters that compose it.

2. Advantages.

This method has its advantages from the fact that only one letter is learned at one time and the child can see the *use* of the letters in building words which represent to him ideas.

3. Objections.

As the *powers* of the letters are not learned, or only as the child grasps them by hearing the sound of the word, it would seem that yet the real point is not reached.

4. *The Phonic Methods.*

1. Kinds.

1. The Phonetic.

1. Explanation.

By this method the sounds of the letters are taught before their names. As there are only 26 letters in the

alphabet and about 40 sounds this method provides characters to represent all the sounds. The common letters are used to denote one sound and the other sounds are represented by modified forms of the letters.

2. The Phonotypic.

1. Explanation.

This method provides a character for each sound in the language. It differs but little from the Phonetic.

3. The Dictionary Method.

1. Explanation.

This is simply a form of the Phonic Method where the sounds of the letters are indicated by the diacritical marks used in the dictionaries. These marks are to be learned and associated with the sounds which they represent.

2. Advantages.

The advantages of teaching the sounds of the letters first, seem obvious as it is by the sounds that words are made, the name of the letter having nothing whatever to do with its use in a word. For example, the word *cat* would be *se-a-te*, were the sounds of the letters not considered. It is claimed that the child having once learned the sounds can pronounce any word printed in the phonic style without assistance and that they will soon learn the names and forms of the common letters without much aid from the teacher.

3. Objections.

There are many serious objections to a phonic method. (1.) The new characters used to represent the sounds are just as arbitrary and unintelligible to the

child as the common letters, besides there are so many more of them. (2.) It is a difficult matter to get a child to give the sound of a letter alone. He has been accustomed from infancy to pronouncing words where the sounds are associated and these words represent to his mind ideas. For example when a child says, "*dog*," his mind at once grasps the conception of a *dog* and he knows what is meant, but now require him to give the sound of *o* in *dog* and he gets no idea whatever. It is perfect nonsense to him. So it would seem that the phonic methods are as arbitrary as the letter methods. (3.) The propriety of teaching children a number of arbitrary signs which they will have no use for in after life is at least questionable.

5. *The Word Method.*

1. Explanation.

By this method a number of words are taught as wholes without reference to the letters. The child learns to know the word by its form and he is drilled in naming words until he can call a great number of them at sight. He is thus taught to read before he knows a single letter. The letters are then learned by analyzing the word showing their component parts.

2. Advantages.

As words are signs of ideas and as pupils have already some ideas it would seem that this is a rational method. The association of the idea which the word represents with the form of the word would tend to fix the form in the mind and by putting words together in the proper connection the pupil can get several ideas and connect

them in his mind. He will thus see the use of learning words and will take an interest in them. The work of separating the words into their component letters being of an analytic nature is not difficult for the child.

3. Objections.

A word is not a simple form. It is complex and many words are very similar in their form, consequently it is sometimes difficult for a child to distinguish words readily at sight. The word forms, it is true, a picture to the mind somewhat as a picture of a landscape and the eye can take it in as a whole without taking cognizance of the individual objects, yet it is true that if the objects are individually considered the whole is more readily grasped.

6. *The Object Method.*

1. Explanation.

This is only a form of the Word Method, the words to be learned being first represented by objects or pictures of objects and the children are taught to distinguish between the name of the object, the picture of the object and the object itself.

2. Advantages.

There are some peculiar advantages in this method. The child can more readily see the use of words and opportunity is given for varying the monotony of the recitation. Object instruction will always form a part of the true teacher's work.

3. Objections.

The same objections offered against the Word Method hold good here.

7. *The Eclectic or Combined Method.*

1. Explanation.

This is simply a choosing the best from all the methods given above and combining them in one system of instruction. I have given an explanation of it in my work on *Methods of Teaching in Country Schools*, p. 74. The teacher will understand how to use this system if he carefully notes the advantages and objections I have made to the foregoing methods. I will here give some points which will aid the beginner in forming his plans:

1. Show the children some familiar object as a *box*.
2. Ask questions about it.
3. Ask them to give its name.
4. Show them a picture of a box.
5. Print the word *box* on the blackboard or show them the word in the book or on a chart.

6. Teach the distinction between the *box*, the *picture of the box*, and the *word, box*.

7. Require the children to pronounce the word slowly so as to somewhat isolate the sounds of the letters.

8. Give the names of the letters in the word. Print them or show them standing by themselves and require the children to find the letters from among a number of other letters.

9. Take away the first letter and show them the picture of an *ox*. Tell them the word represents an *ox*. Drill in the same manner as above on the sounds and names of the letters.

10. Add another letter as *f*, making the word *fox* and drill in a similar manner.

11. At first use only words of two or three letters and always such words as represent objects.

12. As soon as a number of words are learned, combine them into easy sentences. It will be necessary, however, to learn a few words which are not the names of objects before sentences can be made.

13. Proceed in this manner until all the letters are learned. The sounds of the letters will be learned to a great extent though the child may not be able to isolate them. He will learn to see the use of the sound in the word and this is what should be desired.

14. Encourage the children to draw the letters with pencil and chalk.

I have not space here to discuss this subject further, but it is hoped enough has been given to stimulate the young teacher to an investigation of the subject for himself. To excite investigation is one of the prime objects of the present work.

SOME GOOD BOOKS FOR TEACHERS.

I shall not pretend to give anything like a complete list of works nor prescribe any general course of reading but propose simply to mention a few books, which from my own knowledge, I can heartily commend, and which I have not already mentioned in this work.

History.—Macaulay's History of England; Froude's History of England; Dickens' Child's History of England; Yonge's Young Folks' History of England;

Gardiner's Student's England; Myers' Mediæval and Modern History; Mommsen's History of the Roman Empire; Taylor's Germany; Oman's Greece; Fiske's The Discovery of America; Barnes's Popular U. S. History; Prescott's Conquest of Mexico; Fiske's Brief History of the Nations.

Fiction—Hawthorne's Marble Faun, and Scarlet Letter; Eggleston's Hoosier School-Master; Dickens' David Copperfield, and Nicholas Nickleby; Walter Scott's Ivanhoe, and Rob Roy; Mrs. Stowe's Uncle Tom's Cabin; Churchill's Richard Carvel; Caskoden's When Knighthood Was in Flower; Lew Wallace's Ben Hur; Dr. Weir Mitchell's Hugh Wynne; Sewall's Black Beauty.

Science—The Popular Science Monthly; Tyndall's Forms of Water, and Fragments of Science; Ames' Theory of Physics; Ganot-Atkinson's Physics; Fiske's A Century of Science; Steele's Popular Chemistry; Remsen's Inorganic Chemistry; Todd's New Astronomy; Smith's New Astronomy; Thompson's Electricity and Magnetism.

Miscellaneous—Ruskin's Sesame and Lilies; Carlyle's Heroes and Hero Worship; Macaulay's Essays; Low's English Literature; Emerson's Essays; Spencer's Education; Gordy's New Psychology; Gordy's New Pedagogy; Mackenzie's Manual of Ethics; Review of Reviews; The Literary Digest; Page's Theory and Practice of Teaching.

The teacher should cultivate an acquaintance with Shakespeare, Milton, Byron, Burns, Moore, Shelley,

Pope, Goldsmith, Tennyson, Lowell, Longfellow, Whittier, Holmes and others of the great poets of the English Language.

AN OUTLINE OF OUTLINING.

It seems appropriate in this book of Outlines that a systematic presentation of the *Science* (It certainly is a science), of Outlining be given. It must be borne in mind that an Outline and a Classification are not exactly the same. A Classification is a *logical* arrangement of the divisions of a subject. As examples of Classifications take the divisions of Organic Existence into Animal and Vegetable and each of these into Classes, Subclasses, Orders, and so on down to Species, Varieties, and Individuals. An Outline need not necessarily be logical. Terms which have no connection whatever may be co-ordinated or ranked together. An Outline is something like the framework of a building or the skeleton of an animal with this difference, the parts need not all be closely connected. Wherever possible, however, a logical arrangement should be made. Every Classification is an Outline but every Outline is not a Classification.

DEFINITION.

TERMS USED.

Index Figures.

Ordinal Index.

Coordinal Index.

Rank Letter.

Rank Sign.

Brace.

SYSTEMS.

Numeral.

Exponential.

Figure.

Roman Numerals.

Letter.

Latin Letter.

Greek Letter.

*Sign.**Brace.**Position.**Tabular.**Typographic.**Composite.*

PARTS.

*Definition.**Division.**Partition.**Comparison and Contrast.**Narration.**Description.**Amplification.**Examples.*

USES.

*As an Aid to Thorough Investigation.**As an Aid to Literary Composition.*

A few words of explanation are necessary. It will be observed that I have given three varieties of the Numeral System. The Exponential has been explained

in the Introduction of this work (See p. 13). By the Ordinal Index is meant the small figure or exponent, by the Coordinal Index is meant the large figure used with the exponent. In the Figure variety of the Numeral System exponents are not used, position alone showing coordination and subordination. As an example of the Figure System see Outline III, p. 24. It is used where the outlines are short. In the Roman Numeral System, Roman Numerals are used in place of figures. In the Letter System, Latin and Greek letters are used instead of figures. In the Sign System, stars (* *) daggers († †), &c., are used as indexes. As an example see Gray's Botany. The Brace System requires no explanation. In the Position System the ordination and coordination are indicated by position. It is used only where there are few sub-heads. Sometimes the coordination and subordination are distinguished by different fonts of type. This we may call the Typographic System. It is represented in the above outline. As an example of the Tabular System see Outline VIII, p. 69. The Composite System is that where more than one, or all the systems are combined.

When we take a general term as Man for the subject of an outline, the different classes into which the human race can be divided would be called Divisions. If we take a particular individual we may divide him into parts. This would be called Partition. If we compare or contrast a man with some other animal, that would be called Comparison and Contrast. The other terms are sufficiently obvious. See any good text-book of Rhetoric.

NAMES, MOTTOES, &C., OF THE STATES.

Alabama. So named for its principal river. The Indians gave this stream the name Al-a-ba-ma, meaning "*here we rest*," to denote their satisfaction with its climate and landscape. Motto, "Here we rest."

Arkansas. From the river of that name. The name is derived from Kansas, (q. v.) and the French prefix, *arc*, a bow. Motto, Regnant populi, "The people rule." Popularly called the "Bear State."

California. The name was given to the peninsula called Old California, by Cortez in 1535. It is supposed to be taken from an old Spanish romance in which an imaginary island of that name is described as abounding in gold. Motto, Eureka—"I have found it." Sometimes called the "Golden State."

Connecticut. Named from the river of that name which means in the Indian language, "The long river." Motto: *Qui transtulit Sustinet*, "He who brought us over sustains us." Popularly called, "The Nutmeg State," "Land of Steady Habits," "Freestone State" and "Blue Law State."

Colorado. From the river of that name. It is probably derived from the Spanish and means "colored." Motto, *Nil sine numine*, "Nothing without God." Popularly called "The Centennial State."

Delaware. Named from Thomas West, Lord de la Ware who visited the bay of that name in 1610 and died while there on his vessel. Motto, "Liberty and Independence." Popular names, "The Blue Hen," "Diamond State." The people are popularly called "Musk-rats."

Florida. Named by the discoverer Ponce de Leon from the Spanish name for Easter Sunday, the day on which he made the discovery. The word *florida* in Spanish means *flowery*. Motto, "In God is our trust."

Georgia. Named in honor of George II of England. Motto, "Wisdom, Justice and Moderation."

Illinois. From the Indian, "illini," men, and the French suffix *ois*, together meaning tribe of men. The state was named from the tribe of Indians bearing that name. Motto, "State Sovereignty, National Union." Popularly called "The Sucker State."

Indiana. From the word Indian and suggested by its numerous Indian population when first settled. Called "The Hoosier State."

Iowa. The derivation of the name is variously given. One is that it is from an Indian word meaning "this is the land," or "the Beautiful Land," another that it is a French form of an Indian word and means "The drowsy," or "The sleepy ones." Motto, "Our Liberties we prize and our rights we will maintain." Popular name, "The Hawk-Eye State."

Kansas. From the river of that name which is said to mean in the Indian language, "Smoky water," also said to mean "Good potato." Motto, *Ad astra per aspera*, "To the Stars through difficulties."

Kentucky. The Indian word means "At the head of a river." Motto, "United we stand, divided we fall." Popularly called "the Blue Grass State." The Indians termed it "The dark and bloody ground," it being the battle ground of the northern and southern tribes. The people are sometimes called "Corn Crackers."

Louisiana. Named for Louis XIV of France. Motto, "Justice, Union and Confidence." Called "The Creole State."

Maine. From a province of that name in France. Motto, *Dirigo*, "I direct." Is called "The Pine Tree State."

Maryland. Named after Henrietta Maria, queen of Charles I of England. Motto, *Crescite et multiplicamini*, "Increase and multiply."

Massachusetts. Named from an Indian word, meaning "About the great hills." Motto, *Ense petit placidam sub libertate quietam*, "By the sword she seeks placid rest in liberty," or more freely, "Conquers a peace." Sometimes called "The Old Bay State."

Michigan. The name is said to be from the Indian language meaning "Great Lake," also given as meaning a "Weir for fish." Motto, *Tuebor*, "I will defend," and *Si quæris peninsulam amœnam circumspice*, "If you seek a pleasant peninsula, look around." Popularly called "The Wolverine State."

Minnesota. Indian name, meaning "Whitish water," "Cloudy water." Motto, *L'Etoile du Nord*, "The Star of the North."

Missouri. Named from the river of that name which means in Indian, "Muddy water." Motto, *Salus populi suprema lex esto*, "Let the will of the people be the supreme law." The people are sometimes called "Pukes."

Mississippi. Named from the great river which means in Indian "Father of Waters," or "Great and long river."

Nebraska. Indian name of one of its rivers meaning "Shallow water" or "Broad and low." Motto, "Equality before the law."

New Hampshire. Named from the county of Hampshire in England. Popularly known as "The Old Granite State."

New Jersey. Named from the Island of Jersey on the coast of England. Motto, "Liberty and Independence." People are called "Clam Catchers."

New York. Named from the Duke of York. Motto, *Excelsior*, "Higher." Called the "Empire State."

North Carolina. Named for Charles IX of France. It is called "The Old North State," and the "Turpentine State."

Nevada. Named from a Spanish word, meaning "Snowy," first applied to its mountains. Motto, *Volens et Potens*, "Willing and able." Sometimes called "The Silver State."

Ohio. From the river which forms its southern boundary, the word in the Indian language meaning, "Beautiful." Motto, *Imperium imperio*, "An Empire in an Empire." Familiarly known as "The Buckeye State."

Oregon. Said to be from the Spanish word, "oregano," wild marjoram, which grows abundantly on the Pacific coast. Another account says it means "River of the West." Motto, *Atas volat propriis*, "She flies with her own wings."

Pennsylvania. Name means, "Penn's woods." Motto, "Virtue, Liberty, and Independence." It is called "The Keystone State."

Rhode Island. Named from the island of Rhodes in the Mediterranean Sea. Motto, "I Hope." Popularly known as "Little Rhody."

South Carolina. Derivation of the name, same as North Carolina, q. v. Motto, *Animus opibusque parati*, "Ready in will and deed." Popular name, "Palmetto State."

Tennessee. Indian name meaning "River of the Big Bend." Motto, "Agriculture, Commerce." Popularly called, "The Big Bend State."

Texas. A Mexican name, meaning unknown. Called the "Lone Star State."

Vermont. From the French, *Verd Mont* "Green Mountain." Motto, "Freedom and Unity." Called the "Green Mountain State."

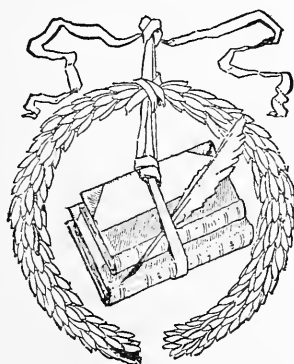
Virginia. From Elizabeth of England who was known as the "Virgin Queen." Motto, *Sic semper tyrannis*, "So always with tyrants." It is called "The Old Dominion" and "The Mother of Presidents."

West Virginia. Motto, *Montani semper liberi*, "Mountaineers are always free."

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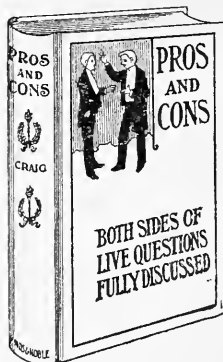
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attack, n. SYN.: aggression, assault, encroachment, incursion, infringement, intrusion, invasion, onset, onslaught, trespass.

ANT.: defense, repulsion, resistance, retreat, submission, surrender.

attain. SYN.: accomplish, achieve, acquire, arrive at, compass, earn, gain, get, grasp, master, obtain, procure, reach, secure, win.

ANT.: abandon, fail, forfeit, give up, let go, lose, miss.

attainment. SYN.: accomplishments, acquirements, information, progress, wisdom.

ANT.: genius, inspiration, intuition.

attempt, v., SEE *endeavor, v.*

attempt, n., SEE *endeavor, n.*

attend. SYN.: accompany, care, consort, follow, heed, imply, involve, listen, mind, notice, observe, serve, wait on.

ANT.: abandon, desert, disregard, exclude, forsake, leave, neutralize, wander.

attendant, SEE *accessory.*

attention. SYN.: care, circumspection, consideration, heed, industry, notice, observation, regard, study, vigilance, watchfulness.

ANT.: absence, abstraction, carelessness, disregard, distraction, inadvertence, indifference, remission.

attestation, SEE *testimony.*

attire, SEE *dress.*

attitude. SYN.: pose, position, posture.

attract. SYN.: allure, charm,

dispose, draw, entice, fascinate, incline, induce, influence, invite, prompt, tempt.

ANT.: alienate, deter, disincline, estrange, indispose, repel.

attraction, SEE *love.*

attractive. SYN.: alluring, agreeable, amiable, beautiful, captivating, charming, engaging, enticing, fascinating, interesting, inviting, pleasant, tempting, winning.

ANT.: deformed, deterring, disagreeable, forbidding, loathsome, repugnant, repulsive, ugly, unattractive, uninteresting.

attribute, v. SYN.: ascribe, assign, associate, charge, connect, impute, refer.

ANT.: deny, disconnect, dissociate, separate, sever, sunder.

attribute, n. SYN.: property, quality.

ANT.: being, essence, nature, substance.

audacity. SYN.: boldness, effrontery, hardihood, rashness, recklessness, temerity.

ANT.: calculation, caution, diffidence, foresight, forethought, inadventurousness, self-preservation, timidity.

augment. SYN.: add, amplify, broaden, dilate, enlarge, expand, extend, increase, stretch out, swell.

ANT.: contract, curtail, diminish, lessen, narrow, reduce, restrict.

augur. SYN.: betoken, bode, divine, forebode, foretell, portend, predict, presage, prognosticate, prophesy.

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 - (2) Orations.
 - (a) American Ideals.
 - (b) Culture and Service.
 - (c) Education as Related to Civic Prosperity.
 - (d) Hebraism and Culture.
 - (e) Marc Antony.
 - (f) Modern Knighthood.
 - (g) The Negro and the South.
 - (h) The Decisive Battle of the Rebellion.
 - (i) The University and True Patriotism.
 - (j) The Discipline of Life and Character.
 - (k) The Liberalistic Temper.
 - (l) The Spirit that Should Animate.
 - (m) Reverence Due from the Old to the Young.
 - (3) Appropriate Subjects for the Oration (1-136).
 - (4) Valedictories.
 - (a) "Perdurct atque Valeat" (Latin).
 - (b) Service.
 - (c) For a Dental College.
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 - (g) Good Day.
- LIBERALISM.
- (5) Mixed Valedictory and Oration : Catholicity.
 4. Class Day Exercises.
 - (1) Introduction.
 - (2) Class Poems.
 - (a) O Years You Have Vanished.
 - (b) The Breath of the Spirit.
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 - (d) A Vision.
 - (e) Alma Mater.
 - (3) President's Address.
 - (4) Salutatory.

4. Class Day Exercises (*continued*).

- (5) Dux's Speech.
- (6) Ivy Oration.
- (7) Class Song.
- (8) Ivy Oration.
- (9) Class Will.
- (10) Ivy Oration.
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- (12) Ivy Song.
- (13) Class Oration—The Old and New.
- (14) Washington's Birthday Oration.
- (15) Presentation Oration.
- (16) Class Oration—Abraham Lincoln.
- (17) Class Mottoes (1-42).

5. The Composition and Essay.

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 - (a) Model Outline of Composition.
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 - (a) Narrative (1-35).
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6. After-Dinner Speaking.

- (1) Introductory Suggestions.
- (2) An Address of Welcome at an Alumni Dinner (In Honor of the College President).
- (3) Response to a Toast, "Yale and Princeton."
- (4) Response to a Toast, "The Puritan and the Dutchman."
- (5) Response to a Toast, "The Plain People."
- (6) Response to a Toast, "Woman."
- (7) Response to a Toast, "A Business Man's Political Obligations."
- (8) Response to a Toast, "The Sovereignty of the United States."
- (9) Response to a Toast, "Recollection the Strongest Influence."
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- (11) An After-Dinner Story.
- (12) A List of Toasts (1-40).

7. Flag Day.

- (1) Introduction.
- (2) Recitation for a Boy or Girl.
- (3) Recitation—Our Country.
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- (5) Address—Old Glory.
- (6) Address—The Voice of the Flag.

8. Words of the National Airs.

- (1) Columbia, the Gem of the Ocean.
- (2) Hail Columbia.
- (3) America.
- (4) The Star-Spangled Banner.
- (5) Our Flag is There.

9. Speeches for National Holidays.

- (1) Independence Day Address.
- (2) Lift up Your Hearts. (Fourth of July.)
- (3) Lincoln the Immortal. (Lincoln's Birthday.)
- (4) Washington's Birthday Address.
- (5) Washington's Birthday.
- (6) Tree Planting. (A Poem for Arbor Day.)
- (7) Decoration Day Address.
- (8) Memorial Day Ode—Our Honored Dead.

10. Occasional Addresses.

(1) Religious.

- (a) Growth. An Address before a Christian Endeavor Convention.
- (b) To be Kings among Men. A Chapel Address by a College President.
- (c) The Culture of the Imagination. Address before a Young Men's Christian Association.

(2) Political.

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- (b) Heroes of the "Maine Disaster." Delivered to the National House of Representatives.

(3) Social.

- (a) The Obligations of Wealth. A Washington's Birthday Address.
- (b) An Address to Northern and Southern Veterans at Chickamauga.
- (c) An Address before the Order of Elks.
- (c) A Poem for a Silver Wedding.
- (d) An Address at the Dedication of a Memorial Tablet.
- (e) Presentation of a Flag to a Regiment Departing for War.
- (f) Presentation Address to a Foreman by a Workman.

(4) Educational.

- (a) The Higher Education. An Address before a Body of Educators.
- (b) Dedication of a School Building. An Address of Welcome.
- (c) Wealth and Progress. An Address at the Dedication of a Public Building.
- (d) An Address on Presenting the Keys of a New School Building.
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